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ABSTRACT

This Illinois District 189, East St. Louis Public Schools, 1973-1974 evaluation report on programs, services, activities and projects funded in whole or in part under Title I of the 1965 Elementary Secondary Education Act is organized into five parts. Part One, 'Title I Projects' comprises reports on seven projects. Continuing Education for Pregnant Teenagers; Conquest (Remedial Reading Program); Countdown (Remedial Contemporary Mathematics Project); Two Projects in Physical Education --3V (Remedial Physical Education) and H.P.R. (Summer Program), Re-entry (Night High School for 'Drop Outs' between 16 and 21 inc.); and Speak (Remedial Language Program) Part Two, 'Supportive Services' includes four sub-sections discussing respectively - Community Relations; Counseling and Guidance; Health; and instructional media. The discussion in Part Three, 'Urban and Rural Grants' is organized into two sub-sections dealing with early childhood education and kindergarten enrichment respectively. Part Four, 'Title I Special Research Projects' comprises reports on four projects: a 'Birth Order Study'; investigations of the 'effect of physical training upon academic achievement'; and of the 'relationship between I.Q. scores and academic achievement test scores; and a 'Self Concept Study'. Part Five, 'Summary' includes concluding remarks and recommendations. (JM)

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1973-1974
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SEPTEMBER 1974

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District 189 Schools Served by Title I, 1973-74

Schools Elementary	Poverty Percentage (Rounded)	Schools Elementary	Poverty Percentage (Rounded)
1. Easterly	99	14. Webster	75
2. Robinson	94	15. Brown	73
3. Jackson	90	16. Longfellow	72
4. Golden Garden	88	17. Jefferson	71
5. Parkside	85	18. Alta Sita	69
6. Franklin	83	19. Wilson	68
7. Washington	82	20. Morrison	65
8. Cannady	81	21. Monroe	64
9. Garrison	81	22. Park	63
10. Lilly-Freeman	79	23. Lafayette	63
11. Dunbar	77	24. Hawthorne	62
12. Kennedy	76	25. Slade	60
13. Garfield	75	26. Lucas	52

Grahmann Elementary, 87 percent, not served by Title I as it is a Special Education School.

Grahmann is a Special Education School and Johnson a Follow-Through School: each has a self-contained curriculum. Lucas and Slade substituted for Grahmann and Johnson because of high numbers of poverty level students. Title I allows a mixture of ranking percentages and numbers of poverty level pupils.[2]

Junior High:		Senior High.	
27. Hughes-Quinn	73	29. East Side	56[3,4]
28. Rock	77		

Parochial Schools Within the Title I Area:

Elementary (1-8) Secondary (9-12)

1. St. Adalbert
2. St. Joseph
3. St. Patrick
4. St. Teresa

District Accepted Poverty Level for Title I for 1973-74: 64 percent.

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1 Alta Sita students served at Easterly while new Alta Sita building was under construction.

2 Program Guides No. 44 and No. 45-A, H.E.W., 1 (1.1); 1969 Reprint.

3 Title I E.S.E.A. allows secondary schools to be assessed separately or with elementary schools.

4 Ibid., H.E.W. 1 (1.1)

1973-74 Total Budgets

Title I Projects (R-4-518)	Amount	Total
Conquest	$995,946	
Countdown	506,293	
Speak	505,215	
3V	232,218	
Re-Entry	196,777	
C.E.P.T.	134,370	
Follow Through	228,327	
Early Childhood	62,701	
Kindergarten Enrichment	53,842	
		$2,915,689
H.P.R., Re-850 (Summer Recreation)	94,283	94,283
Urban Grant X4-908	163,287	163,287
Grand Total		$3,173,259

All budgetary amounts listed are rounded to the nearest dollar.

Supplementary service costs--Administration, Guidance, Health, and Media--were absorbed by each project pro-rated to the amount of services each used.

Follow Through received $228,327.00 from Title I, this is 26 percent of total $869,505.00 Follow Through budget. Follow Through's major funding is directly from H.E.W. and has it own evaluation. In 1974-75 its evaluation will come through this department.

Re-850 (Summer Recreation) is funded from H.P.R., as such, it is not part of Title I. It is reported and evaluated herein as it uses the 3V personnel and is held in the Title I area. The Urban Grant X4-908 supplements the funding of the pre-school programs of Early Childhood and Kindergarten Enrichment to provide initial equipment, etc.

PREFACE

The 1973-74 Evaluation Report provides an assessment of the current status of the various projects in the Title I Program. These projects provide supplementary remedial instruction to students from district schools whose poverty levels are above that of the whole district. Project services to any child attending these "target area" schools, however, are not based upon the child's financial background but upon his need of remedial help in the subject area of a specific project or of various projects.

Title I is designed for "...those children who have need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age."[1] (Underlining by author.) Thus a child must be (1) mentally capable of normal academic progress, and (2) far enough behind in his grade norm in the project's subject area that he is unable to function on par with his peers. The main assessment of that need is based upon: (1) his scoring far enough below the norm for his grade level on a standardized test (in the project's subject area) that it quantitatively indicates his ability level will not allow him to succeed in the next grade, and (2) the judgment of the teacher, with whom he has spent the last year, as to whether or not the validity of the standardized score(s) accurately reflects his need of remedial help. Students are not selected for participation based upon I.Q. scores, but the use of a simple, yet valid, I.Q. test (such as the Slosson,[2] an individual test which takes only twenty minutes to give and grade and has a .97 correlation with the Stanford-Binet[3]) can give added documentation, when needed, that a student has the mental capacity to have his educational attainment raised to that appropriate for his age. Additional selection criteria, if needed, may be culled from cumulative records of students, psychological referrals, etc.

Since program pupils should receive not only the specific remedial assistance of the projects in which they are enrolled but also the classroom instruction in the same subject area(s), by the end of a year their pre-posttest gains on a standardized test should be significantly higher than gains made by a "control group"--those children who had been identified

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1 45 CFR 116.1 (i).

2 Richard L. Slosson. Slosson Intelligence Test (S.I.T.). Slosson Educational Publications, 140 Pine Street, East Aurora, New York; 1971 Edition.

3 Louis M. Terman and Maud A. Merrill. Revised Stanford-Binet Intelligence Scale, Third Revision. Houghton Mifflin Co., 2 Park Street, Boston 7, Mass.; 1916-60.

as needing the project's services but who could not be served because of either the Title I mandated low pupil-teacher ratio or the funding level. The majority of the program's services should be given to children who can be helped to reach their grade levels and/or potentials within a year, so approximately 70 percent of the children in each project should be first year students.

In reference to the percentage of first year students above, it must be repeated that Title I was neither designed to serve mentally retarded children nor designed to alleviate all of the deficiencies of a school district. The purpose of the Title I program is to concentrate supplementary remedial academic assistance to qualified students in a poverty area. Also, there may be worthy and necessary projects, not remedial in design and/or implementation, which could be established under other federal program guidelines but which are difficult to justify under those established for Title I. Unless a project adheres to the explicit Title I guidelines, it is the responsibility of the evaluator to note such discrepancies in this report.

In the previous evaluation reports, gains made by project schools and non-project schools from the last May's to the present May's testing on the project-related section of the California Achievement Tests[4] were computed and analyzed. In September, 1973, however, District 189, in its desire to retain the California series as its basic academic achievement test, converted from the 1957 version (which the company was phasing out) to the 1970 version of the California. Though both versions had been tested on extensive cross-sections of the population and are equally valid and reliable for the population on which they were normed, they are not equivalent tests; therefore the gains made in the year between testings could not be computed. A complete comparison of testing items is available at the Federal Research and Evaluation Department, but the following examples will illustrate their lack of equivalency: for the middle elementary grades (4, 5, and 6) the Reading Sub-Section of the 1957 version had 70 Vocabulary items and the 1970 version, 40; the Comprehension items were fairly equivalent in numbers with 40 (1957) and 42 (1970); the 1970 version had nineteen questions concerning the interpretation of a relay race chart, while no such knowledge was tested by the 1957 version. Comparable non-equivalence is evidenced in the Mathematics and Language Sub-Sections. Computations comprise the largest part of the Mathematics Sub-Section in the 1957 version, while Concepts (as well as Computations) receive considerable emphasis in the 1970 test. Spelling (always a low scoring item) is computed separately in the 1970 test, but is included in the Language Sub-Section Total in the 1957 version. Because of the foregoing, no "gains" can be computed on the C.A.T. this year, as was done for the previous two years, but can and will be resumed in the 1974-75 evaluation. Also, because of this change, last year's Longevity Study on Follow Through--the only study in the country documenting the effects of the program two and three years after students

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[4] Ernest W. Tiegs and Willis W. Clark. California Achievement Tests: California Test Bureau, Del Monte Research Park, Monterey, California.

leave it--cannot be extended. A related study with last year's Follow Through "graduates" will replace it. Follow Through receives only 26 percent of its funds from Title I; it is evaluated through its other funding and is not evaluated in this Title I Report.

Statistical Evaluation

The evaluations contained in this report rely heavily upon statistical analysis, particularly analysis of gains derived from pre-posttest scores. When statistical analysis for significance was not appropriate, percentages, etc., were used. No computer was available for the nearly 50,000 test scores analyzed by the two professional evaluators. However, they feel that the use of the computer erases much pertinent information which is revealed through close work with the data; i.e., the computer-scored 1970 California Achievement Tests gave a total score of 0.0 for a student making 0.0 in any sub-category (Reading, Mathematics, or Language) even though he may have made 8.7 and 9.2 on the other two scores. The computer also picks up and repeats an inadvertent mistake, which can be caught by a trained researcher. Also, by not using a computer, observation of an unexpected patterning of test scores may be of great assistance in discovering a significant variable in overcoming academic deficiencies.

Statistical analysis provides a concise, valid indication of the success of a project in assisting its students to overcome the specific educational deficiencies for which the various Title I projects have been designed. Such analysis can also pin-point the project teachers who most successfully helped his/her students. Test scores of one child may be highly suspect as they evaluate only a small part of what a child knows at one time under certain circumstances. However, when all eligible children who receive the project's supplementary and specifically designed assistance are pre- and posttested on instruments which measure only that which was to have been learned, and are tested under controlled conditions, statistical analysis can identify those locations where quality teaching exists. This is "product evaluation," and since our concern is with the improvement of the "product"--students' ability to perform--this method of evaluation is valid and essential. Other evaluative measurements of success are also used, but statistical analysis, with its strict adherence to objectivity, is the skeleton without which other evaluative methods might become too subjective.

The department believes, along with such statistical authorities as Siegel,[5] that simple appropriate statistical analysis, firmly controlled, is more effective in the behavioral sciences than is analysis by elaborate statistical models in which control of many variables with human participants is more difficult. Therefore, to statistically assess gains, Student's t Unrelated (for two groups, usually the project and control groups) and ANOVA (for more than two groups), were the basic statistical models used. Student's t Unrelated was used also for Pair-Wise Comparison of various combinations of groups.

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[5] Sidney Siegel. Nonparametric Statistics for the Behavioral Sciences: McGraw-Hill Book Co., Inc., New York; 1965.

If for any reason appropriate control groups could not be established, gains still were statistically analyzed, but only as to the effect the project had on the one group, which is not as definitive as the effect of a project's treatment on a project group contrasted with a control group that did not receive the project's treatment.

In all cases, subjective evaluations complement the skeleton of basic statistical evaluations. The evaluations, however, are not reports of all the Title I projects' activities, but assessments of the projects' success in meeting their specific behavioral goals. The main purpose of any evaluation and/or research is to improve the learning process.

Cost Per Pupil Per Project

Beginning with the 1972-73 Evaluation Report, the administrative costs of Research and Evaluation, Administration, and Community Relations, as well as those of Counseling and Guidance, School Health, and Instructional Media, have been prorated to the instructional projects, according to the estimated use of each service by each project. This is done to more accurately assess the true total cost per pupil per project.

Assessment of Needs and Poverty Index

The preparation of the Assessment of Needs (which influences the choices of services offered by the program), and The Poverty Index for District 189 (which identifies those schools Title I will serve) are the responsibility of this department and are updated yearly. Methods of documentation, along with the actual documentation used in compiling each report, are available at the department.

Research Studies

The Self-Concept Study used the As I See Me[6] pre-posttesting for the program as a whole instead of for each project, as many children are in several projects. Test results for each pupil were obtained from the project in which she/he was listed in the unduplicated count. Only fourth grade students or above were involved. In 1974-75, students' self-concept scores will be assessed in groups according to the number of projects each attends.

The Birth-Order Study, now in its third year, has again been expanded; this year comparisons were made with birth order data from "advantaged schools" of the district and from schools in two advantaged districts. Next year other disadvantaged districts will be included.

Because of change of California versions the Follow Through Longevity Study will not be continued until 1974-75.

A pilot study concerning the Effect of Physical Training Upon Academic Achievement, using two groups: (1) fifth and sixth grade students who

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[6]Billy-Belle Weber. As I See Me, 1969, Parallel Version, 1973.

attended 3V and Conquest, and (2) fifth and sixth grade students who attended Conquest but not 3V, is included. It will be expanded to include the other academic projects in 1974-75.

The Relationship of Remediable Students' I.Q. Scores and Their Academic Achievement Test Score Gains is the most extensive research study of the year. It was begun because the evaluators wished to ascertain the validity of their hypothesis, based upon their observations of previous years' academic score gains of Title I pupils, that there was little or no positive correlation between the remedial pupils' I.Q. scores and their ability to make gains in achievement test scores, given equally superior learning situations. Conquest, which tested every pupil on the Slosson I.Q. Test (S.I.T.) was used as the project for the study. The department plans to duplicate this study using either Speak or Countdown students in 1974-75.

All of the studies delineate the necessity of continued and increased Federal assistance in District 189's Title I target area. Also, there may be many implications for learning which need not be confined to a remedial program, but would be valuable inputs in any educational area.

Availability of Evaluation

Title I By-Laws state that all evaluations are accessible to the public, excepting the names of personnel; personnel keys, therefore, are not available for public distribution. Information concerning personnel or testings not given in these evaluations is available to appropriate District, State, and/or Federal people. As in the previous evaluation reports from this department (1971-72 and 1972-73), both a pertinent data sheet and an overview of the project precedes its evaluation. Even within District 189 there may be those who are not cognizant of this background information. Also, if information concerning any specific project within the Title I program is requested, the appropriate section, which provides a brief outline of the project's purpose and design as well as presenting an up-to-date evaluation of the project's status, can be detached from the Evaluation Report.

Glossary of Terms

Since this evaluation is to be read by many people who are not familiar with statistical terminology, wherever the use of a statistical term could make the interpretation of a passage difficult, it will be explained. Repeated statistical terms are defined in the "Glossary of Terms." Reference should be made to this section for the meaning of any technical term not explained in the writing.

Acknowledgements

All standardized testing scores used in this evaluation were supplied through the courtesy of Mr. Theodore Nichols, District 189 Testing Department. Mr. Nichols also conducted the California Contemporary Mathematics testing in the non-target area schools.

The department takes this opportunity to express its gratitude to the Title I program's directors, teachers, and clerical staff, who each year submit more concisely documented data at earlier dates and whose positive responses to the evaluations are reflected in the adoption of the evaluation's recommendations.

The principals of the schools and their clerks, as well as the full clerical staff at the central office, have been unfailingly cooperative in replying to the many and extensive requests from this department.

No research department can be of full value to a program or to the school district whose services Title I supplements without this full and gracious cooperation.

The department wishes to express its gratitude to Mr. Roy Gruber, Assistant to the Mayor, City of East St. Louis, Illinois, who graciously provided the binding of this Evaluation Report.

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Administrative Assistant In Charge of
Federal Research and Evaluation

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GLOSSARY OF TERMS

Behavioral Goal	The change in pupil performance (called "behavior") expected of project participation.
Control Group	The group of eligible children who could not participate in the project because of Title I's low pupil-teacher ratio necessary to ensure indiviudalized instruction when needed, but who were preposttested along with the experimental group (the students taught in the project).
Correlation	The relationship between two variables--not a cause-effect relationship; e.g., height and weight are highly correlated when a person becomes taller he also "usually" becomes "heavier."
Criterion-Reference Test	A test designed for one particular situation in one location; this test will reflect the behavioral objectives of the project in which it is used.
Degrees of Freedom (d.f.)	One less than the total number in each group. If a group had sixteen scores, its d.f. is 15; in a group of ten, its d.f. is 9. This is necessary in statistical computations and analysis reporting when testing for statistical significance; groups do not need the same number of subjects to be statistically analyzed.
Mean ($\bar{X}$)	The arithmetic average of a set of scores used in the mathematical calculations of statistical analysis.

Median (Mdn.)	The place in a group of scores where one-half (50 percent) of the scores of a set are above it and one-half below it. This is not a score and is not usable in mathematical computations but can give a quick assessment of the range of a set of scores; i.e., if the median of one set of 25 scores is 90 and the median of another is 60, it is evident that the first group of children tested higher than the second group. Unlike the Mean ($\bar{X}$), which is the average of all the scores, the Median (Mdn.) is not affected by extreme scores (high or low).
Random Sampling	A method of choosing a representative "sample" of the participants which gives every one in a set (scores, students, etc.) an equal opportunity of being selected. Aside from evaluations based upon all the scores, random sampling gives the most accurate of assessments. Total score assessments are used in the analyses in this report, however, so as to include teacher and location evaluations.
Range	The distance between the highest and lowest scores in a set.
Standard Deviation (S.D.)	The Standard Deviation (S.D.) is a measurement of variability and is used with the Mean ($\bar{X}$). The S.D. shows how the scores cluster around the Mean. Approximately 68 percent of the scores will fall within $\pm$ (plus or minus) 1 S.D.; i.e., 34 percent will be above the mean, and 34 percent will be below the mean. An additional 28 percent will be $\pm$ beyond $\pm$ 1 S.D., and about 4 percent will be in the $\pm$ 3 S.D. The S.D. is computed for each set of scores; therefore it is dependent upon the range of scores in a set. The S.D. shows how the abilities of the students on the test are grouped. It is a necessary measurement to use because the $\bar{X}$ alone can give a false picture of the set of scores; e.g., three lawyers may average $33,000 a year, two of whom are unemployed all year, but one, a corporation lawyer makes $99,000.

Statistical Significance	Through statistical analysis of test scores it is possible to determine the probability of the project's services being the main variable in reaching its set behavioral goals, or if the evidenced success would have occurred without the project's help. When "statistical significance" is set at .05, and the analysis shows that this has been met, this means that under the same circumstances (teaching methods, etc.) with similar students equal success can be expected 95 times (1.00-05) out of 100. If this expectation, generally established in the behavioral sciences, is reached it makes a project worthy of repetition. A .01 level means that such success can be expected, upon repetition, 99 times out of 100. Both successful and unsuccessful (as indicated by test scores) learning situations can be discerned by such an evaluation method.
Variable	Anything which can be measured; in this evaluation usually the effect of the project participation on the students' academic achievement.

PART I

TITLE I PROJECTS

C.E.P.T.
(Continuing Education for Pregnant Teenagers)
935 St. Louis Avenue
Phone: 618-271-3975

Mrs. E. Knockum Foggy, Acting Director

C.E.P.T.

(Continuing Education for Pregnant Teenagers)

Time: Regular and Summer Terms.

Eligible Title I Students Served:

Number Enrolled:

Regular:	119
Summer:	60

Source:	Public	Parochial
Junior High School	47	0
Senior High School	72	0

Number of Title I Schools Served: 8

Staff:

Certified	Non-Certified
1 Consultant*	2 Clerks
1 Acting Director*	1 Bus Driver
1 Teaching Nurse	1 Bus Attendant
1 English Teacher	
1 History Teacher	
1 Science Teacher	
1 Math Teacher	
1 Social Studies Teacher	

*Consultant resigned administrative position during second semester because of illness and Acting Director replaced her.

Inservice:

Every fourth Friday afternoon; all staff members, discussion of students' problems and progress. Second Monday, each month, afternoon, staff development through presentation of new or exemplary ways to improve program: all staff.

All staff attended workshops by:

(1) St. Louis Comprehensive Neighborhood Health Center, and
(2) Metro-East Health Center.

Cost:

Term		Project	Per Pupil
Regular		$134,370	$1,219
Summer		15,533	258
	Total	$149,903	

This is a full day, five day a week project for all enrolled.

OVERVIEW

Project C.E.P.T. (Continuing Education for Pregnant Teenagers) was established November 29, 1971, to offer a sheltered school situation for pregnant teenagers so that they could not only continue their education while pregnant, but receive the health education and emotional support necessary for a smooth pregnancy.

Reported pregnancies of junior and senior high school girls of St. Clair County during the 1970-71 school year was 1.10 percent of that year's total junior-senior high school population, a rise of .14 from the previous year; of this number, .11 percent were from junior highs, a rise of .02 percent from the previous year.[1] At the time of this evaluative writing an updated State report was not available, but in C.E.P.T. the percent of students coming from junior high schools had risen from 27 percent during 1971-72 to 49 percent in 1972-73. In this 1973-74 school year the junior high percentage of C.E.P.T. enrollees is 39.5. The concentration of pregnancies remains in the tenth grade where it has been since C.E.P.T. was established.

Student Information

During this third project year, of the one-hundred and nineteen (119) students enrolled, two (1.7 percent) were married when they entered the project and two (1.7 percent) were married while attending C.E.P.T. In the 1973-74 school year, one student was killed in an auto accident, four (3.4 percent) moved out-of-town, two (1.7 percent) dropped because they were unable to secure baby-sitters after delivery, seven (5.9 percent) returned to regular school in January, 1974, forty-two (35.3 percent) completed their work at C.E.P.T. and have enrolled in regular school for the 1974 September Fall term, and four (3.4 percent) graduated from high school directly from C.E.P.T. Of the girls returning to their public high schools, five were graduated in June, 1974, with one C.E.P.T. girl receiving a scholarship to the University of Illinois, and another a scholarship to Illinois State at Normal. The 60 (50.4 percent) who had not completed their C.E.P.T. course work before June enrolled in the seven week Summer Term; this was necessary as delivery and adjustment to baby-caring interrupted course attendance during the year.

---

[1] Incidence of Pregnancy Among Students in Illinois Public Secondary Schools; Office of the Superintendent of Public Instruction, Research Section, Springfield, Illinois; 1972.

All of the girls were from poverty level families. The average length of time the girls remained in the program was seven (7) months. In 1973-74, of the original 119 enrollees the remaining 112 girls who delivered all kept their babies. A Referral and Parental Agreement Form, and a Student Information Form were completed for each pupil upon applying to enter the program. These forms were adapted to the local situation from the Chicago Plan of the Florence Crittenden Association of America, Inc.[2]

Composition of Student Population

Table 1, below, documents the information concerning the schools from which the C.E.P.T. students were referred.

TABLE 1
ENROLLMENT BY PREVIOUS SCHOOL
(BASED UPON SEPTEMBER 1973 DATA)

	Grade Level							
School	7	8	9	10	11	12	Total	%
Senior Highs:								
Public								
1) E. St. Louis				31	21	6	58	48.7
2) Lincoln				10	1	3	14	11.8
Parochial								
-								
Junior Highs:								
3) Rock	1	6	11				18	15.1
4) Hughes-Quinn	2	1	5				8	6.7
5) Lansdowne	-	2	2				4	3.4
6) Clark	1	-	6				7	5.9
7) King	-	2	8				10	8.4
Parochial								
8) St. Joseph	-	-	-					
Total	4	11	32	41	22	9	119*	
Percentage	3.4	9.2	26.9	34.4	18.5	7.6		100.0

*Four students moved out-of-town, two dropped out of the program, and one student died in an auto accident, leaving 112 students in Project C.E.P.T. as of June, 1974.

---

2 The Chicago Plan for Comprehensive Care for the School-Age Unwed Mothers; Progress Report No. 1, Florence Crittenden Association of America, Inc.; 608 South Dearborn Street, Chicago, Ill.; March, 1969.

With the increase of pregnant teenagers presently in the tenth grade, 60.5 percent (or almost two-thirds) of the C.E.P.T. population came from the senior high school grades. However, the ninth and tenth grades together accounted for 61.3 percent. There were fewer pupils from the 7th grade (3.4 percent in the 1973-74; 7.4 percent, 1972-1973), and 8th grade (9.2 percent, 1973-74; 17.4 percent, 1972-73).

The highest incidence (34.4 percent) of pregnancy occurred in the tenth grade, which is eight percent more than reported in 1972-73 but still under the 41.0 percent reported for 1971-72. However, 39.5 percent (47 girls) were in the junior high grades: seventh--3.4 percent (4 girls); eighth--9.2 percent (11 girls); and ninth--26.9 percent (32 girls). (These data are graphically displayed in Figure 1.)

The largest percentage (48.7) was from School 1, an increase of 2.4 percent over last year; School 3 (a junior high school) with 15.1 percent, accounted for the next largest percentage of pregnant teenagers.

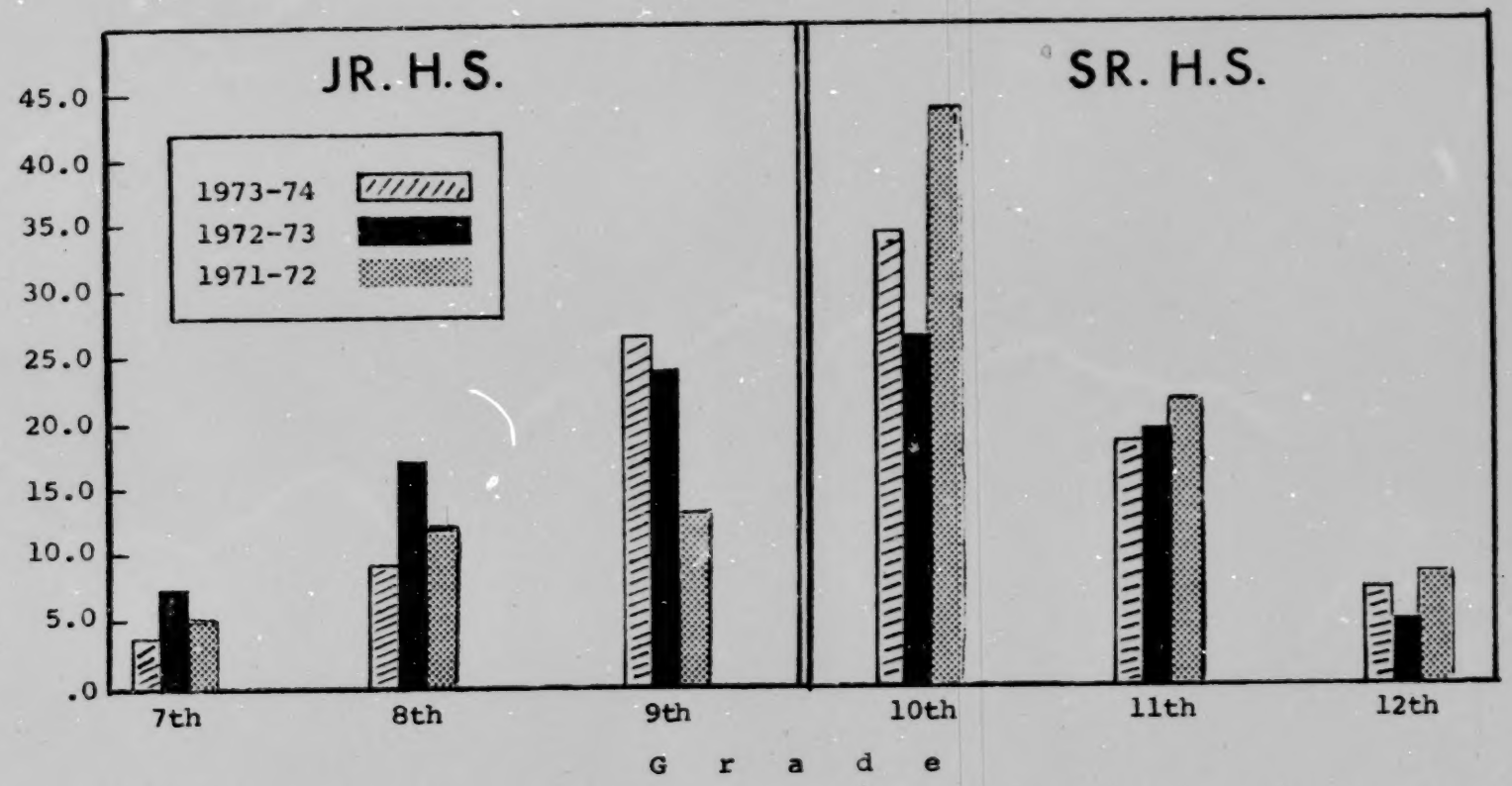

Fig. 1. Percentages of C.E.P.T. Students From Grades Seven Through Twelve, for 1971-72, 1972-73, and 1973-74.

Ages of C.E.P.T. Pupils

The average ages of the C.E.P.T. pupils are reported in Table 2.

TABLE 2
AVERAGE AGE OF PUPILS IN PROJECT C.E.P.T., BY SCHOOLS, BASED UPON SEPTEMBER, 1973, DATA

Schools	Number of Pupils	Average Age
Sr. High Schools:		
1) East Side	58	17.3
2) Lincoln	14	17.5
Jr. High Schools:		
3) Clark	7	15.9
4) Hughes-Quinn	8	15.6
5) King	10	16.1
6) Lansdowne	4	15.5
7) Rock	18	16.1

PROJECT C.E.P.T.'S COMPONENTS

Medical Information

Each C.E.P.T. student was examined by a physician at the end of six weeks to verify pregnancy. Monthly visits to physicians were made by all C.E.P.T. students during the second, third, fourth, fifth, and sixth months of pregnancy. In the seventh and eighth months, the physical examination was every two weeks. From then until delivery students saw the physician once a week.

Five physicians and two clinics rendered medical services to C.E.P.T. participants in 1973-74. "Shots" to prevent complications of pregnancy and delivery, instruction on how to make delivery easier, counseling service to students and their mothers, and careful daily observation by the nurse were added variables which helped make it possible for all of the girls to deliver live babies.

Personnel

The acting director has her Master's Degree in Education, with over 16 hours each in Psychology and Sociology, and the 75, K-14 Administrative Certificate. The consultant, who returned to the project in April as the full-time social worker, has her Master's Degree in Social Work, and is a member of the American Council of Social Workers. The R.N. teacher-

nurse also has a B.S. in Special Education (S.E. 518) and has almost completed her Master's Degree in the same area. Two of the four regular secondary teachers have Master's Degrees in Education, with appropriate concentrations for their teaching duties; each of the other two have their B.S. in Education and are attending S.I.U. to acquire the Master's Degree. All personnel in C.E.P.T., both certified and non-certified are women.

Course Offerings

The following were the courses available at C.E.P.T. during the 1973-74 school year. The required course offerings for twelfth grade pupils were complete this year, not limited to Senior English as before. Thus, the twelfth grade curriculum has all the course offerings necessary to enable the girls of that grade to be graduated. Twelfth grade girls who needed the unavailable required courses[3] in order to be graduated on schedule had home-bound teachers from the Special Education Department of District 189.

Following are the one unit per semester courses offered in the program.

English
Regular grade courses, 7-12, inc.

History
Civics, 9
American History, 7,8,11.
World History, 10.
Black History, 10,11,12.
History of Africa, 10,11,12.

Science
General Science, 7,8,9.
Physical Science, 11.
Biology, 10.
Consumer Ed., 10,11,12.

Mathematics
Math, 7,8.
Practical Math, 9.
Algebra, 9,10,11.
Geometry, 10,11.

Social Science
Sociology, 10,11,12.

Health Course
Man and Disease, 10,11,12.

---

[3] Mathematics, Chemistry, Bookkeeping, Typing, Consumer Education, and Sociology.

Social Services Available

The social work program for Project C.E.P.T. is a comprehensive one consisting of individual counseling of the students enrolled, parent interviews, group therapy, and home visits when indicated.

The social worker, who served as the liaison between C.E.P.T. and its assisting agencies, conducted group therapy sessions and conferred individually to help eliminate the hostility and fear often engendered in the unwed mother.

As a result of the individual interview many students made use of subsequent interviews on an informal, ongoing basis, and thus were able to work through some of their personal problems. Some areas covered in the individual casework sessions are as follows:

(1) Good citizenship
(2) Social customs
(3) Standards of behavior
(4) Human needs and drives
(5) Emotions and conflicts
(6) Infant care and child rearing.

The following topics were discussed in the group sessions:

(1) Human needs and drives
(2) Emotions and conflicts
(3) Civic responsibility
(4) Sex education
(5) Social customs
(6) Vocational counseling
(7) Marital counseling
(8) Standards of behavior.

In addition to her duties as a "nurse on duty" and also the teaching of the credit course listed previously, the teaching nurse taught a course entitled "Health Education" in which the following areas were covered:

(1) Baby Care
(2) Good Nutrition
(3) Family Planning
(4) Pre-Natal Care
(5) Positive Health Habits
(6) Post-Natal Care.

Workshops for All Staff

A one day workshop on "The Effect of Tranquilizers and Other Legal Drugs on the Pregnant Woman, Fetus, and Offspring," (March 7, 1974) was sponsored by the Nurse Committee for Continuing Education, Region 4, Illinois Department of Public Health.

A two day workshop (February 6 and 8, 1974) conducted by the staff of the St. Louis Comprehensive Neighborhood Health Center, focused on pregnancy and approaching parenthood. The workshop dealt with human anatomy and physiology as they are related to human reproduction. Other areas such as dietary management, factors involved in the hygiene of pregnancy, labor and delivery were covered during the two days of this workshop.

Other Aspects:

Field Trips

Field trips were made to: (1) Christian Welfare Hospital where the C.E.P.T. students attended a lecture on post-natal care for mother and baby given by Ms. JoAnn Blevins, R.N.; (2) C.E.P.T. sponsored a Science Field Trip to the Forest Park Zoo for C.E.P.T. students enrolled in biology courses, but all students were encouraged to attend; (3) a group of C.E.P.T. students were taken on a tour of the East St. Louis Library; and (4) a visit was made to "Lady of the Snows."

Dissemination

Dissemination was through the routine channels such as Title I brochures, and monthly newsheet, "The Communicator," the School district's monthly newspaper, "District 189 Reports," this evaluation, and through the participation of C.E.P.T. staff members at conferences and meetings held in the community and, by request, in other communities establishing similar programs. Within the district schools, information about Project C.E.P.T. is disseminated through conferences with principals, social workers, counselors, nurses, teachers, and other employees in the public and private secondary schools in East St. Louis.

Parent Involvement

Parent Involvement remains strong in C.E.P.T. Fifty-nine parents regularly attended meetings. Parental involvement was stressed from the beginning of the program, as without the emotional support of their mothers the girls would have suffered additional shock since none really expected pregnancy; also, they would have lost the image of the "good mother" to project in their own relationships with their babies. Beside attending meetings, some of the girls' mothers served as volunteer teachers; e.g., one taught the girls how to make baby clothes, a popular "extra" subject. As was done last year, parents collected Top Value Stamps to furnish the center with many extras.

Student Progress Reports to Referring Schools

A Student Progress Report for each student was sent to each referring school at the end of each semester. Beside grades in each subject for all grading periods, test results on the Gates-MacGinitie Reading Tests, and the Slosson were included.

STATISTICAL ANALYSIS AND EVALUATION OF DATA

Because of the nature of the student population in C.E.P.T., sudden absences were unpredictable. The students were all anticipating the arrival of their first-borns, and were especially anxious. This may partially account for the many incomplete pre-posttesting scores.

Slosson I.Q. Test

The Slosson I.Q. Test[4] was given to ninety-nine (83.2 percent) of the girls, beginning in February; this was 32.8 percent above those given last year. The $\bar{X}$ I.Q. of this group was 83.2, or 4.1 points below that reported for 1972-73. The S.I.T. score levels for the ninety-nine pupils tested are reported in Table 3.

TABLE 3
SLOSSON I.Q. SCORE LEVELS OF NINETY-NINE STUDENTS TESTED

I.Q. Range	Number of Pupils	I.Q. Range	Number of Pupils
Over 120	2	80-90	28
110 - 120	0	70-80	24
100 - 110	7	60-70	10
90 - 100	22	Under 60	6
		Total N:	99*

*83.2 percent of enrolled population tested.

In 1974-75 the S.I.T. again will be given to all of the Project C.E.P.T. students so that methods and materials can be selected for the appropriate intelligence level of the students served and thus make it possible for them to master difficult subjects with greater ease. As this is an individual test and is not a pre-posttest instrument, if a student is absent on a testing day it is possible to administer it at another time.

---

[4] Richard L. Slosson. Slosson Intelligence Test (S.I.T.). Slosson Educational Publications, 140 Pine Street, East Aurora, New York; 1971 Edition.

Gates-MacGinitie Reading Test, Survey D, Form IM (Advanced Form).[5]

Seventy-seven (or 64.7 percent) girls were present for pre-posttesting on the Gates-MacGinitie for the six-month period of Reading instruction between December and June. The expected mean gain for six months' Reading instruction is .6. Student's t for Related Samples was applied to pre-posttest means on the Gates-MacGinitie, by grade levels, and the findings are reported in Table 4.

TABLE 4
RESULTS OF t TEST OF SIGNIFICANCE ON PRE- AND POSTTEST GATES-MAC GINITIE DATA, BY GRADE LEVEL. BASED UPON 1973-74 DATA.

Grade	N	Means Pre-	Means Post	Mean Gain	t	d.f.	Level of Significance
7th	1	5.5*	7.1*	1.6*			
8th	6	4.20	5.18	.98	1.17	5	N.S.
9th	24	6.42	7.77	1.35	5.00	23	.01
10th	25	6.74	7.83	1.09	5.09	24	.01
11th	17	7.53	8.92	1.39	5.79	16	.01
12th	4	8.15	9.60	1.45	4.26	3	.05

*Raw score.

While a .6 $\overline{X}$ gain (a 6-month grade level gain) had been set as the expected gain to be made in the six months' instruction in which most girls were either not tested or out on delivery, the students taking both the pre- and posttests had recorded $\overline{X}$ gains ranging from .98 (9.8 months)in the eighth grade to 1.45 (14.5 months) in the twelfth grade, all significant at the .05 or .01 levels. The seventh grade's one pupil made a gain of 16 months, putting her back within the range of her expected grade level

[5] Authur R. Gates and MacGinitie. Gates-MacGinitie Reading Tests. Teachers College Press, Columbia University, New York; 1965.

on the test. The extra remedial Reading instruction that preceded these testing gains was needed for the girls to function successfully in any course work either at C.E.P.T. or upon their return to regular schools.

As I See Me

The only other testing in the project, except for those in each course offering, was on As I See Me[6]; sixty-nine (69) matching pre-posttest scores were available; forty-three (43) were not available. This testing began in February and was administered again in June, after the girls had passed a semester's course work. Results of the statistical analysis of these data are presented in Table 5.

TABLE 5
RESULTS OF t TEST OF SIGNIFICANCE ON AS I SEE ME
PRE- AND POSTTEST MEANS

Number of Items on Test	Means Pre-	Means Post	Mean Gain	t	d.f.	Level of Significance
20	15.18	15.57	.38	.39	68	N.S.

The $\bar{X}$ gain of .38, which was not statistically significant, indicates that there was considerable variance in the responses made on their pre-test and posttesting on this instrument. Some pupils made rather large gains between the two testings, which indicated a more positive attitude towards themselves, while others made considerably lower scores on their posttests, indicating a more negative attitude toward self. Individual examination of students' responses to this test might assist the counselors in providing additional supportive measures for students expressing these needs as revealed in their responses.

Follow-Up Questionnaire For Parents of Project C.E.P.T. Students

Seventeen (17) follow-up questionnaires were received from parents of C.E.P.T. students. The questionnaire contained seven statements; statement 1 through 6 required only a "Yes" or "No" response; these statements and the parents' responses are presented in Table 6. The responses to Statement 7, which was an open-end statement, are presented separately.

---

6 B.-B. Weber. As I See Me, Title I, E.S.E.A., District 189, 902 King Blvd., 1970.

TABLE 6
PARENTS' RESPONSES TO STATEMENTS ON
FOLLOW-UP QUESTIONNAIRE

Number	Statement	Yes No.	Yes %	No No.	No %
1.	The courses helped my daughter to continue her education.	17	100.0	-	-
2.	The program motivated her to return to the regular school program.	17	100.0	-	-
3.	I would rather for my daughter to remain in the regular school program.	4	23.5	13	76.5
4.	The teachers at Project CEPT seemed to be more interested in my daugther's education.	16	94.1	1	5.9
5.	Has your daughter returned to the regular school program for the school year 1973-74?	17	100.0	-	-
6.	Did you gain something from the Parent Council Meetings?	13	76.5	4	23.5

Some excerpts from the parents' responses to Statement 7 ("Please make your honest comments about how you feel about Project C.E.P.T.") were as follows:

> "I think Project C.E.P.T. was the best program that could have happened. Otherwise, she would have lost a great deal of training."
>
> "I think that Project C.E.P.T. is a very unique school and I think that the people of E. St. Louis should be grateful that someone paid attention to what was happening. P.S. Thank You."
>
> "...I do hope that C.E.P.T. will be able to go on to help other girls make a new start."
>
> "I feel that Project C.E.P.T. is a very good program for teenagers to go while they're pregnant. But I wish that she could have kept going there."

> "...This C.E.P.T. program lets our girls know that we still care about them and that we are with them all the way."

All of the responses made by the parents to Statement 7 were as postiive as the comments presented in the foregoing.

Student Questionnaires

Two questionnaires were designed by C.E.P.T. personnel (1) to assess students' opinions of the academic aspects of C.E.P.T. (i.e., the course offerings, the professional staff, etc.), and (2) to obtain the students' attitude toward their pregnancies.

Student Questionnaire Concerning Program Components

Only 35.7 percent (or 40 students) responded to the first questionnaire concerning aspects of C.E.P.T., and an even smaller percentage (12.5 percent or 14 students) responded to the questionnaire concerning their pregnancy. However, a brief review of the responses made will be presented as they may be indicative of the thinking of even those who did not consider it important enough to respond to it.

The C.E.P.T. students (38 out of 40) preferred C.E.P.T. to a regular school, and a comparable number (35 out of 40) planned to return to the regular school program in September, 1974. Thirty-three (33) of the 40 respondents indicated that they felt the teachers were concerned about them. Thirty-nine (39) of the 40 students indicated that their courses helped them to continue with their education. Thirty-five (35) intended to return to the regular school and finish their education if they were not graduated during their stay at C.E.P.T. The students' responses to these statements are presented in the following table.

TABLE 7
RESPONSES TO STUDENT QUESTIONNAIRE CONCERNING
PROGRAM COMPONENTS OF PROJECT C.E.P.T.

Statement	Responses (Maximum Number = 40)				
1. What do you think of the courses offered at CEPT?					
A. The courses help me to continue my education	Yes 39	No 1			
B. The work is too easy, too hard, just right.	Too Easy 4	To Hard 5	Just Right 16		
C. The teachers are concerned or unconcerned about me.	Concerned 33	Unconcerned 1			
D. Which course means the most to me?	Math 13	Eng. 22	History 9	Science 8	Health Ed 15
2. Now that you are pregnant, would you rather be in Regular School or Project CEPT ?	Regular School 2	CEPT 38			
3. Do you plan to return to the regular school program in September 1974?	Yes 35	No 5			

In addition to the statements requiring a "yes-no" response, this open-end question was included: " What one thing would you like to improve at Project C.E.P.T.?"

The areas are ranked according to the number of responses received.

Area	Number of Responses		
Teachers fine	5		
Everything fine	11		
		Sub-Total	16
Improve (Academic):			
History	5		
English & Science	1		
Grades	5		
Make honor roll	1		
My work	4		
Homework--make it easier	2		
Study--more time to study	1		
Classes--more time in classes	1		
		Sub-Total	20
Improve (Non-Academic):			
Bus Service	1		
Lunches	6		
		Sub-Total	7
Cafeteria-instead of eating in classrooms	1		
Improve attitudes of some of the girls	2		
Bigger building	6		
		Sub-Total	9
		Total	52

Of the 52 responses tabulated, only 30.8 percent were concerned with non-academic areas, such as the kinds of foods served, which last year was of great concern to the students. This year only 13.5 percent did not care for the carefully chosen nutritious lunches. Sixty-nine percent of the responses concerned the students' recognition of the need of their own improvement in academic achievement, not a need of project improvement.

Student Questionnaire Covering Facts Relevant To The C.E.P.T. Students' Pregnancies.

Only fourteen (12 percent) students responded to this eight item questionnaire. These responses are presented in Table 8, as each question and its response may be of assistance in both understanding and counseling future C.E.P.T. girls.

TABLE 8
RESPONSES TO STUDENT QUESTIONNAIRE COVERING FACTS
RELEVANT TO THE C.E.P.T. STUDENTS' PREGNANCIES

Statement	Yes		No	
	No.	%	No.	%
1. I knew this young man for quite some time before having sex relations.	13	93	1	7
2. I gave some thought to trying to keep from getting pregnant.	7	50	7	50
3. I feel I have made a mistake.	4	29	10	71
4. I am an unmarried school age expectant mother.	13	93	1	7
5. I want to have more children after I get married.	8	57	6	43
6. I believe my baby's father will take some responsibility for providing for him or her.	11	79	3	21
7. I believe some help should be given to my boyfriend or husband to enable him to understand his role as a father.	9	64	5	36
8. I believe my boyfriend or husband would come to the center for group meeting.	7	50	7	50

As indicated earlier in the evaluation, all of the C.E.P.T. students who delivered during this school year kept their babies, and this is consonant with the findings reported in the foregoing table, particularly Statement 3 ("I feel I have made a mistake."), where only four of the 14 respondents agreed with the statement. The lack of bitterness exhibited by the girls is especially revealing.

RECOMMENDATIONS

From the above data this department recommends:

(1) That the possibility of health lectures to help prevent pregnancies, particularly at the junior high level, be explored; perhaps this could be done through the new program which the East Side Health District has offered District 189; it is <u>not</u> this department's belief that such knowledge would encourage promiscuity.

(2) That more pregnant students be encouraged to attend C.E.P.T. There are many more girls in the district who could be served by C.E.P.T. rather than on a home-bound basis: this department does not consider pregnancy an "illness" unless there are complications, which are rare in this age group. Again this year, as last, this department has talked with teachers at the feeding schools concerning C.E.P.T. At some of the schools every effort was made not to ostracize the girls, but even a repeated expression such as "...rewarding them for being bad..." is too much for such a bewildered child to face. Any arrogance expressed by many of these girls is simply a "fronting" device to cover their hurts.

(3) That a period of time be used to re-teach basic Reading, Math, and Language skills before a student enters a regular class; two weeks of intensive work should suffice and will pay off in added ease of learning; this was recommended in the last two evaluations; this year basic Reading was so taught, with the significant results reported in Table 3; specific instruction in the other two basic skill areas at the beginning of the term would be of great assistance with girls averaging over three years behind grade level in Reading abilities alone; their average ages, almost 16 years for all junior high students, including the seventh grader, and the 17 and a half years for the senior high girls, also indicate their need of remediation.

(4) The following recommendations concern testing:

(a) That all testings and questionnaires be given every girl and that all be collected and turned in. This, too, was recommended last year, and though pre-post-tests were available from a higher percentage of students this year than last, more are needed for an unbiased assessment; if a girl is absent for one of the testings she can be given the test later and the difference in the time between testings, if significant, be considered in the analysis;

(b) That two questions be added to the student questionnaire concerning her pregnancy:

9. Did you know that sex relations produced pregnancy?
10. Who was the first adult you told about your pregnancy?

(c) That the complete California Achievement Test; Reading, Mathematics, and Language, 1970 version,[7] for the appropriate grade level be administered to each girl upon entrance and before leaving, as was done in 1971-72: the Gates-MacGinitie can then be dropped, as the California assesses Reading ability; these comparative data are needed or the data would not have been requested last year.

(d) That all girls who have not taken the Slosson in the last two years be given it, as it is additional data to help design teaching methods, is given but once, and takes only 20 minutes to give and score.

The best positive evaluation of the project is contained in the following three short sentences;

(1) All girls who had not completed their work in the regular term finished it during the summer term;

(2) All C.E.P.T. girls kept their babies; and

(3) All girls who delivered and finished C.E.P.T.'s year without being graduated returned to school.

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[7] Willis W. Clark. California Achievement Tests, California Test Bureau, Monterey, California; 1970 Edition.

CONQUEST

931 St. Louis Ave.
Phone: 618-874-2074

Mrs. Bettye Spann, Director

CONQUEST

(Remedial Reading Program)

Time: Regular and Summer Terms

Eligible Title I Students Served:

Number Enrolled:

Regular:	1,036
Summer:	304

Grade Level:	Public	Parochial	Total
Elementary			
1-3, Reading Rooms	323	9	332
4-6, Reading Clinics	623	51	674
Jr. High: 7-9	30	0	30
Total	976	60	1,036

Thirty Senior High and 60 Jr. High students attended a developmental session for two months (April and May, 1974), upon the recommendation of Mr. Robert Opperman, Asst. Superintendent in Charge of Instruction, District 189. These students were not included in the total enrollment.

Number of Title I Schools Served:

Regular:	25
Summer:	15

Staff:

1 Director
3 Coordinating Teachers
40 Clinicians
3 Counselors
21 Educational Aides
2 Clerks
1 Clerk-Aide

Inservice:

All Staff: Two weeks, 6 hours daily, of pre-service before classes established; training and retraining in reading techniques, methods and procedures of diagnosis and remediation of reading difficulties.

Certified Personnel: Every Friday afternoon, 3 hours: problems and solutions, testing procedures; innovative procedure evaluation.

Educational Aides: State Community College, 2 courses in "Orientation to Career Education," six quarter hours total credit.

Cost:

Term	Project	Per Pupil
Regular	$927,001	$894
Summer	68,945	226
Total Cost	$995,946	

OVERVIEW

Schools Served

The nineteen Title I elementary schools served by Project Conquest during 1973-74 were: Alta Sita, Brown, Cannady, Dunbar, Easterly, Franklin, Garfield, Garrison, Jackson, Jefferson, Kennedy, Lafayette, Lilly-Freeman, Longfellow, Monroe, Park, Washington, Webster, and Wilson. Two parochial schools, St. Joseph and St. Patrick, which serve both elementary and junior high students situated in the Title I target area, also were served. Three district junior high schools--Clark, Hughes-Quinn, and Rock--and East Side High School were given limited special service, explained in the body of the evaluation. Children were referred to Project Conquest by the elementary teachers of the target area schools: each referral was based upon (1) May, 1973, Gates-MacGinitie[1] or California Achievement Tests, Reading Sub-Section[2] total scores of a student at least nine (9) months below grade level, and (2) teacher judgment of the accuracy of those testing assessments.

Selection Criteria

As was done in 1972-73, all referred children were further screened by Slosson[3] to assure that those accepted were capable of remediation. From this complete Slosson testing, and from testings in other projects of students not attending Project Conquest in 1973-74, A Slosson I.Q. Bank of current S.I.T. scores of Title I students has been established. All academic projects will receive copies of it in September, 1974, so as to obviate duplication of testings. If any Title I child is in a project for two years--and it is expected, based upon performance in previous years, that about 30 percent of the students will need services beyond the first year--or if he enrolled in different projects in two sequential years, he will not be re-tested. Only if a child remained in this project--or any other project--for three years will the Slosson testing be updated.

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[1]Authur L. Gates and MacGinitie. Gates-MacGinitie Reading Tests: Teachers College Press, Teachers College, Columbia Press, New York; 1965.

[2]Ernest W. Tiegs and Willis W. Clark. California Achievement Tests: California Test Bureau, Del Monte Research Park, Monterey, California, 1966 Printing.

[3]Richard L. Slosson. Slosson Intelligence Test (S.I.T.): Slosson Educational Publications, 140 Pine Street, East Aurora, New York; 1971 Edition.

After the above preliminary screening, children were randomly selected from this eligible group for project participation along with the project retainees on the low (usually six-to-one) pupil-teacher ratio necessary for individual remedial reading work. The children at each project center who could not be served at this time were used in Control Groups. Of the 1,036 Conquest students, 958 (92.47 percent) were present for all pre-posttestings; of the 7.53 percent (78) not present for all testings, all had either transferred out of the target area or moved from the city.

Sixty-three and eight-tenths percent (63.8) of the public school project students were first year participants, 29.6 in the second year, 5.3 in the third, 1.1 in the fourth, and .2 in the fifth year of the project.

The project students were then given a battery of diagnostic reading tests, including The New Developmental Reading Tests[4] by Bond, et al., to establish the individual needs of each child and the grade level at which he could begin functioning successfully; the "Controls" received the Bond testing at the same time as did the Conquest students. All of the children in the Conquest group were checked by the School Health Services; children whom the homeroom teachers had identified as having a personal problem which could be interfering with their ability to perform at the rate of which they were capable were referred to the Title I Counseling and Guidance Services for assistance. Children with psychological and/or physiological problems were also referred to the Title I Counseling and Guidance Service by the Project Conquest teachers during the year.

PROJECT CONQUEST'S COMPONENTS

Project Divisions

Reading Rooms

Three hundred thirty-two (332) first, second, and third grade students attended the Reading Rooms in the portable units on the grounds of the eligible Title I schools served by Conquest. Reading Rooms are on the grounds of the "feeder" schools so that the young children need not cross streets. Instruction was given four and a half days for 45 minute periods.

Reading Clinics

Six-hundred-seventy-four (674) fourth, fifth, and sixth grade pupils attended the Reading Clinics in target area locations within walking distance of the district school of each pupil. All Clinic children were those with long-standing reading difficulties. A "clinical" approach of "diagnosing" individual reading problems and "prescribing" for them was the basis

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[4] Grade 1-3, inc.: Guy L. Bond, Bruce Balow, and Cyril J. Hoyt. The New Developmental Reading Tests. Lower (grades 1 and 2a) and Upper (2a-3 versions) Lyons and Carnahan, Inc. Chicago, Illinois; 1965. Bruce Balow, Cyril Hoyt. Silent Reading Tests: same company and address; 1965 and 1970 versions.

of the clinical operation. At each Clinic a master teacher not only supervised the work of other "clinicians," but also taught the students with the greatest difficulties. Trained substitutes were available for the Clinics and the Reading Rooms so that pupils would not lose learning momentum if a teacher were absent. The same time schedule as in the Reading Rooms was observed.

The teaching was based upon the concept that teachers were to guide and assist pupils, and to structure learning situations. When a group had the same reading problems, its pupils were instructed together; when two pupils could be helped with the same problem they worked together, and when one child had a specific problem his work was individualized. All pupils either learned or reviewed the Phonovisual Chart, and its word decoding skills were re-emphasized, when needed, during the year. Over 85 reading materials--teaching machines, various level books, games, individual study carrels, earphones, reading-pacers, etc.--were available for each teacher's use as she daily re-assessed the needs of her students. The basal reader was not used, as repetition in a source of failure could not encourage a child. Though the development of word recognition ability was an integral part of the clinical design, it was emphasized only as a basis for increased comprehension and enjoyment in reading.

Special emphasis was placed on developing underlying reading readiness, listening discrimination, and retention skills, as well as developing the essential decoding, encoding, and comprehension abilities, and presenting reading as an enjoyable pastime.

Special Developmental Junior High Reading Program

Thirty (30) Clark Junior High students, who were severely retarded in reading ability but were assessed through their S.I.T. scores and their district teachers' judgment as remedial, were the subjects in a special developmental reading experiment. These students were taught the word decoding skills of the primary children but within the context of reading materials appropriate to their ages.

Summer School

The seven week summer school project of two two-hour sessions daily, five days a week, offered continued learning reinforcement to the project children most in need of this continuity; even children who progress "normally" in the regular school program need about a month to regain the academic levels at which they left school in June. A two and a half month summer lapse could adversely affect a remedial child even more. Students attended two hours daily for five weeks. If a student, not enrolled in any other summer activity, evidenced a need of more help than the two hour regular period offered he could with permission of his parents, enroll in both morning sessions. The instructional periods followed the design of the project's regular program. During the last two weeks of the summer program four hours daily were spent by all students at the Project Conquest Day Camp at Cahokia Mounds; while in day camp each child received an hour's reading instruction. Also, there were two full-day cultural enrichment

trips to New Salem and Grant's Farm. As summer attendance is not compulsory these ancillary activities not only furnished first-hand experiences which the children would otherwise not have received, but, since regular attendance was necessary in order to go on the trips, these activities helped keep the attendance high so that the children were present to learn.

Other Aspects

Professional Development

Before student project screening at the beginning of the school year, there was a two-week session of instruction in methods, materials, and procedures for the entire staff, professionals and para-professionals.

The general information page at the beginning of this section lists the university courses, workshops, and inservice sessions of the project.

All teachers in the project had full elementary certification (one teacher aide received her certification during the year and was reclassified as a permanent teacher substitute); the director had her Master's Degree +30 semester hours in Reading; and all teaching aides had at least 30 semester hours of education courses and were in attendance at a required university course during the year.

Parental Involvement

A Parent-Advisory Council met every second Wednesday at the Union Electric Building in East St. Louis until January, 1974, when the meetings were transferred to the Conquest office. Eighty-six (86) parents (an eleven percent increase over last year) began with the 1973-74 project; there were never less than 50 (a 20 percent increase over last year) in attendance. The parents discussed their children's reading deficiencies, learned reading related games which they could play with their children, were shown films on how to help children in reading, etc., by the Media Service and had a sociable time with others who shared the same problem of a child with reading deficiencies. Inservice in how they could, should, and should not help their children with reading was given to parents at the various Conquest schools. Parents were invited to visit their children's classes to observe how they were taught and to observe their children in the remedial classroom.

Honors

In 1972 Project Conquest was chosen by the federal "Right to Read" Council as one of the five exemplary Reading programs in the United States, this status has been retained through the present year.

In 1974 the Learning Achievement Corporation and R.M.C. Research Association from Palo Alto, California, selected Conquest as one of six Reading programs to be duplicated nationally. Only those programs with objective statistical assessments of student gains were considered; a second statistical assessment was then obtained by the research component of the organization. If the results of the second product evaluation were the same as that by the project evaluator, further visitations to the project were

made to evaluate the process. Only six projects withstood this rigid investigation. The director is now a consultant for the corporation. Publication of the findings of the Learning Achievement Corporation brought Project Conquest an international honor: the design of the project is to be copied in Switzerland in the Fall of 1974 and the director has been invited as a consultant for the Swiss program.

There have been 62 requests for the Remedial Reading Instruction Booklet written by the director and her staff last year through a special funding by the "Right to Read" Council.

Dissemination

In addition to the publicity generated by its honors both the Title I and the District 189 newspapers--the Title I Communicator and the Report: School District 189--have kept project information before the public.

Contribution to Research Studies

Birth Order and I.Q. Studies

Conquest, as did the other academic projects, contributed to both the above studies by furnishing requested data on each student in the project.

Correlation of I.Q. and achievement Scores of Remedial Students

As all Conquest students had current S.I.T. scores, the project furnished the population used in this study. Other academic programs with complete data needed for the study will be used in the 1974-75 evaluation.

The Effect of 3V Participation on Academic Achievement Scores

Conquest cooperated with 3V in a pilot study upon the effect of participation in a standardized remedial physical education program upon academic achievement test scores. The results of the studies referred to above appear in the Research Studies section of this evaluation.

Self-Concept Study

As did all other projects, Conquest contributed to the Self-Concept Study. Conquest tested the students listed in its unduplicated count.

PRELIMINARY ANALYSIS OF PRE-TEST DATA

Table 1 documents the numbers, means, and standard deviations of public school project and control students upon whom pre-test data of all testings were available for preliminary analysis. The same information concerning the parochial students is reported in Table 2. One hundred percent of the students were given the Slosson, 95 percent the Bond-Balow and 99 percent the SORT. In the Gates-MacGinitie and the California Achievement Tests, Reading Subsection, 1957 version, tests given by the district, the percentages were 79 and 75 respectively.

TABLE 1.
PRELIMINARY ANALYSIS OF DATA FOR PROJECT CONQUEST: PRE-TEST MEANS AND STANDARD DEVIATIONS FOR PROJECT AND CONTROL GROUPS IN PUBLIC SCHOOLS

	Slosson			Gates-MacGinitie			Bond Balow			SORT		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1st Grade:												
Project	32	91.0	8.37		*		32	.29	1.02	32	.32	.40
Controls	19	84.0	6.40		*		19	-.30	-1.17	19	.00	.00
2nd Grade:												
Project	156	89.6	9.80	121	1.73	.47	112	1.15	.48	156	.54	.49
Controls	31	89.0	11.90	20	1.67	.45	21	1.14	.60	31	.62	.80
3rd Grade:												
Project	135	87.2	9.27	105	2.16	.77	135	1.92	.28	135	1.55	.78
Controls	18	87.6	11.31	14	2.19	.46	18	2.12	.45	18	1.91	1.02
4th Grade:					**							
Project	234	85.8	10.6	190	2.93	.98	233	2.91	.40	233	2.99	1.06
Controls	22	82.0	9.4	23	2.73	.93	32	2.94	.57	32	2.72	1.20
5th Grade:					C.A.T.							
Project	208	85.9	10.0	170	3.87	.55	206	3.54	.52	206	3.78	.98
Controls	53	81.1	9.8	37	3.66	.62	53	2.98	.65	53	2.98	1.20
6th Grade:												
Project	181	85.6	9.2	161	4.52	.77	181	4.14	.49	181	5.06	.99
Controls	42	82.7	10.5	39	4.07	.65	42	3.83	.69	42	4.36	1.66
7th Grade:												
Project	15	82.9	10.3	8	4.21	.69	15	4.41	.75	15	4.15	1.54
8th Grade:												
Project	2	71.5	.7	*	*	*	2	3.85	1.14	2	3.45	1.44
9th Grade:												
Project	13	76.3	9.7	10	5.20	.55	13	4.77	.34	13	4.77	.34

*Not Available

**C.A.T. Pre-test not available for 4th Grade; figures reported are based upon Gates-MacGinitie data.

TABLE 2
PRELIMINARY ANALYSIS OF DATA FOR PROJECT CONQUEST: PRE-TEST MEANS AND STANDARD DEVIATIONS FOR PROJECT AND CONTROL GROUPS IN PAROCHIAL SCHOOLS

Grade Level	Slosson			Bond Balow			SORT		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
3rd Grade:									
Project	10	97.0	11.2	9	2.01	2.10	9	2.41	1.06
Controls	-	-	-	-	-	-	-	-	-
4th Grade:									
Project	16	88.2	9.0	16	2.78	.91	16	2.86	.60
Controls	3	93.7	13.5	3	2.60	.56	3	3.43	2.22
5th Grade:									
Project	17	87.4	8.0	17	3.83	1.02	17	4.57	1.02
Controls	1	111.0*	-	1	4.10*	-	1	7.90*	-
6th Grade:									
Project	17	86.9	11.3	17	4.37	.50	17	5.42	1.42
Controls	1	112.0*	-	-	-	-	-	-	-

*Score not an average.

This year preliminary analysis of all pre-test scores was done to ascertain: (1) that the children were those who qualified for services, and (2) that the "controls" were children who would have qualified for the project's services but additional funds would have been required in order to serve them. Only at the first grade level was lack of comparability between the project children and the controls evidenced. Based upon the means and standard deviations of all the groups involved on both the S.I.T. and academic tests, the students chosen as project students and controls were those eligible for and needing the project's services.

Slosson Intelligence Test (S.I.T.)

As explained in the Overview the Slosson Intelligence Test (S.I.T.) is not a pre-post instrument, but is given prior to entrance into the project as one of the instruments for screening potential participants in the project. This individual test was chosen because of, (1) the short time--20 minutes--needed to give and grade, (2) its validity when given by teachers, and, (3) its strong correlation--.89--with the Stanford-Binet Intelligence Scale, Form L.M.[5] It gives an estimate of a child's

[5] Stanford-Binet. Intelligence Scale, Form L.M.; Houghton-Mifflin Co., Boston, Mass.; 1960.

capacity to do the type of thinking demanded for school success. No intelligence test is ever completely valid, but some estimate of the intellectual capacity of the population served is necessary to structure program learning so as to maximize the capacities of children served, and to interpret the effectiveness of the project. As illustrated in Figure 1, the X S.I.T. score at each grade level, except the third, is higher this year than in the previous year; the only noticeable difference, however, was in the sixth grade where this year's X I.Q. score was eleven points above last year's. Since Conquest has the first unduplicated count in District 189's Title I program, it safely may be assumed that this is representative of the students in all of the projects.

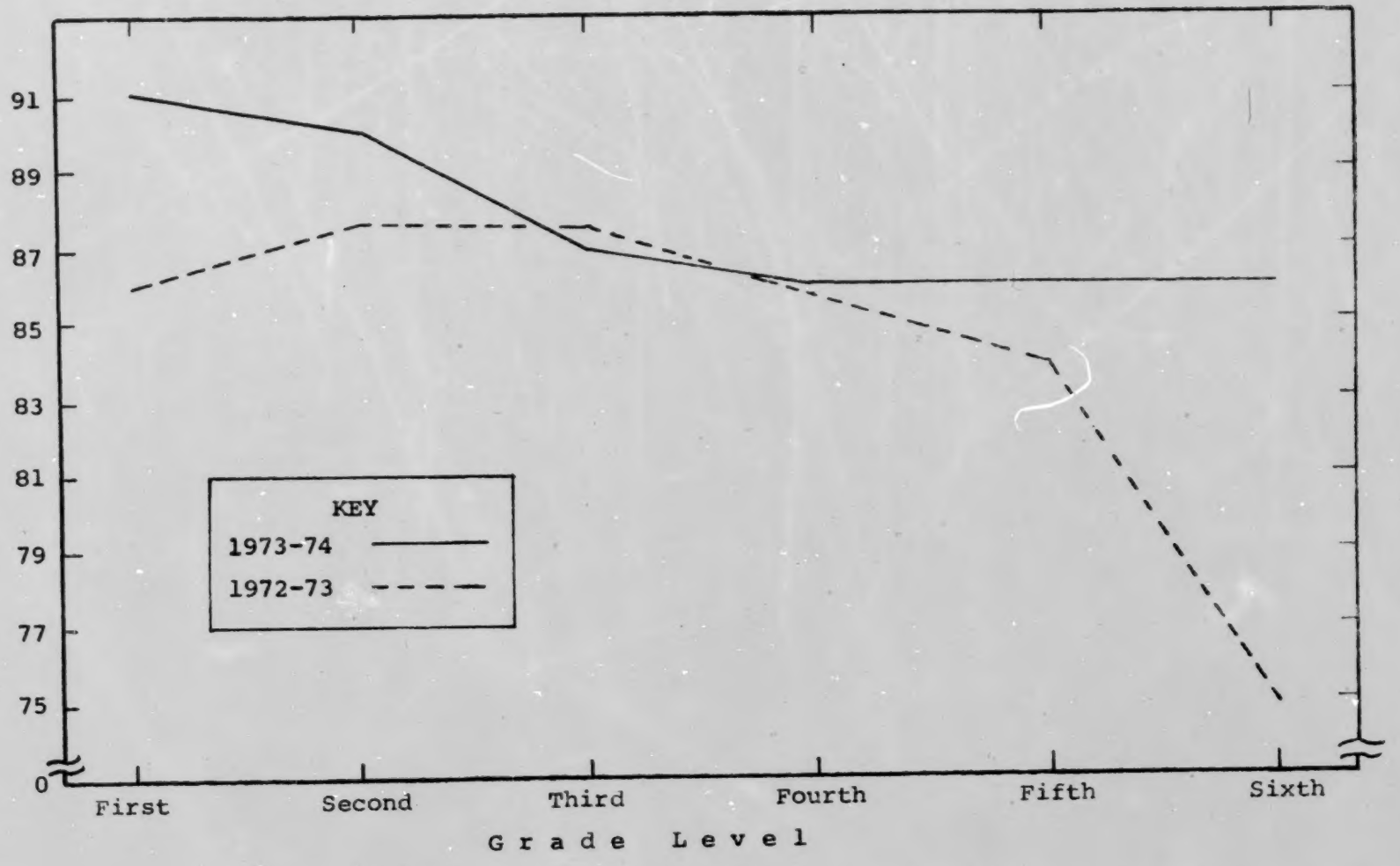

Fig. 1. Plot of Conquest Pupils' Average I.Q.s on the Slosson Intelligence Test for the 1973-74 and 1972-73 School Years.

STATISTICAL ANALYSIS AND INTERPRETATION OF PRE-POSTTEST DATA

Elementary

The reading test gains made by these students tested as "slow-normal" and "slow-learner" (not "retarded"), illustrated how teachers who use such information to adjust their teaching methods can still structure significant pupil progress.

Reading Rooms

District 189 uses the Gates-MacGinitie Reading Tests for first through third grade reading ability assessment, so in 1972-73 Conquest dropped the test, as the duplication of testings on the same instrument invalidated both the district's and the project's assessments. The Bond-Balow-Hoyt Reading tests listed at the beginning of the Conquest evaluation, were adopted. Pre-testing on these instruments diagnose the pupil's reading deficiencies in: (1) word recognition, (2) comprehension of significant ideas, (3) comprehension of specific instructions, and (4) speed of reading. Also presented are practical instructions on how to use the test for the improvement of instruction through interpretation and application of testing results. Posttesting on the alternate versions[6] not only measures the reading growth of each child, but, when the X gains of each group are compared, will define the quality of teaching in each center. As is the problem with the Gates and the California gains, no zero base is established--1.3 is the lowest grade possible on the first through third grade tests and 1.5 on the fifth through sixth grade tests--so a child could score 0 on a pre-test, gain 1.5 during the year, but show no gain; since this error is general, it does not bias the group gains reported, but individually a check may be needed. For that reason the SORT[7], which has a zero base, was also used to establish each child's pre-and posttest word recognition ability; this test takes three minutes to give and score and has a .96 correlation with the Standardized Oral Reading Paragraph Test by William S. Gray.[8]

Testing Results

Table 3 reports the results of all Reading Room testings, by grade, for the project and the control groups.

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[6] Alternate versions have too many duplications to be used for valid assessment of growth within a short time span, but with seven-and-half months between testing can be used with no loss in the validity and reliability of the results.

[7] Richard L. Slosson. Slosson Oral Reading Test (SORT): same address and publisher as S.I.T.; 1963.

[8] William S. Gray. Standardized Oral Reading Tests: Bobbs-Merrill Co., Inc., Indianapolis, Indiana; 1965.

TABLE 3
READING ROOMS: MEANS AND MEAN GAINS MADE BY FIRST, SECOND, AND THIRD GRADE PROJECT CONQUEST PUPILS AND CONTROLS ON DISTRICT TESTS AND PROJECT TESTS

	S.I.T.*		Gates-MacGinitie		New Developmental Reading Tests		SORT	
Grade Level	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$ Gain	N	$\bar{X}$ Gain
				PROJECT				
1st	35	91	24	2.10	32	1.50	32	1.73
2nd	156	90	112	2.26	141	1.29	141	1.63
3rd	135	87	116	2.75	128	1.15	128	1.55
				CONTROLS				
1st	19	84	6	1.48	26	.56	26	.53
2nd	31	89	17	2.01	25	.60	25	.50
3rd	18	88	6	2.03	10	.52	10	.63

*Not a pre-post test, but a preliminary assessment.

Figure 2, which follows, contrasts the $\bar{X}$ monthly gains (.02 is 2 months, 1.00 is one year) made by each grade level by the Project's Reading Room groups and Reading Room Control groups on the New Developmental Reading Tests.

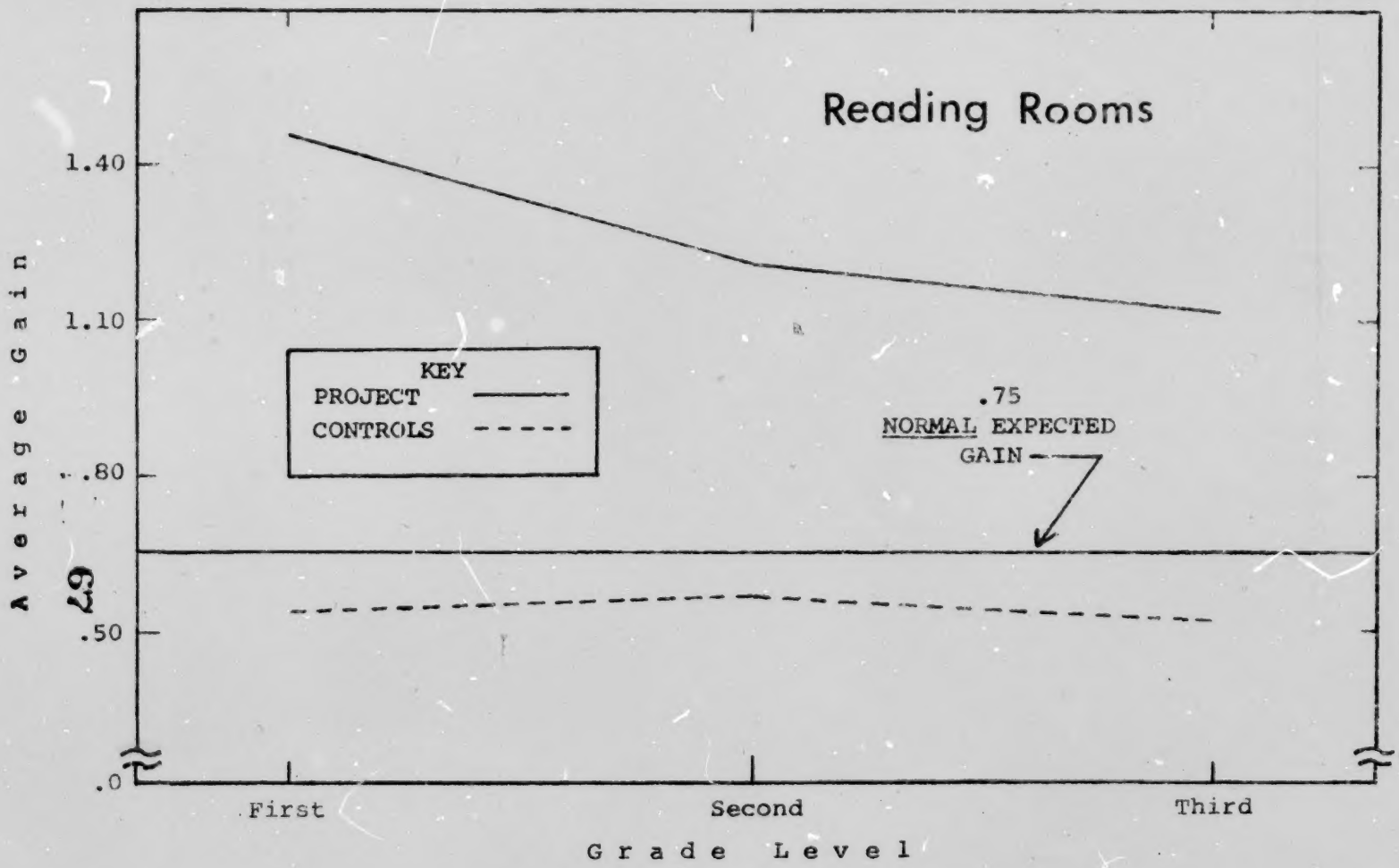

Fig. 2. Plot of Average Gains Made By Pupils in Conquest and Control Groups on the New Developmental Reading Tests. Based Upon 1973-74 Data.

As can be seen in Figure 2, at each grade level the project group's $\bar{X}$ gains on the N.D.R.T. are at least twice as large as those of the control groups, with a $\bar{X}$ gain for the total project group of 6.1 months above that of the control group.

The $\bar{X}$ gains on the N.D.R.T. by locations and teachers are plotted in Figure 3 which follows. Teachers 3B, 4B, 14A, 14B, 16B, 17B, and 18C are to be especially congratulated as their students' $\bar{X}$ gains were above that of the total Reading Room $\bar{X}$ gain of one year, 1.8 months.

The following teachers' pupils produced $\bar{X}$ monthly gains above the 7.5 months normal expectation of pupil growth in the 7.5 months of instruction.

Reading Rooms

Location	$\bar{X}$ Gain by Months Above 7.5 Months Normal Expectation
School 2B	1.7
School 3B	5.4
School 4B	6.2
School 12C	3.7
School 14A	4.6
School 14B	4.6
School 15B	3.6
School 16B	6.2
School 17B	5.1
School 18C	8.6

All the teachers listed above are also to be commended. Test scores are not the only criterion of teacher success but they are valid indicators.

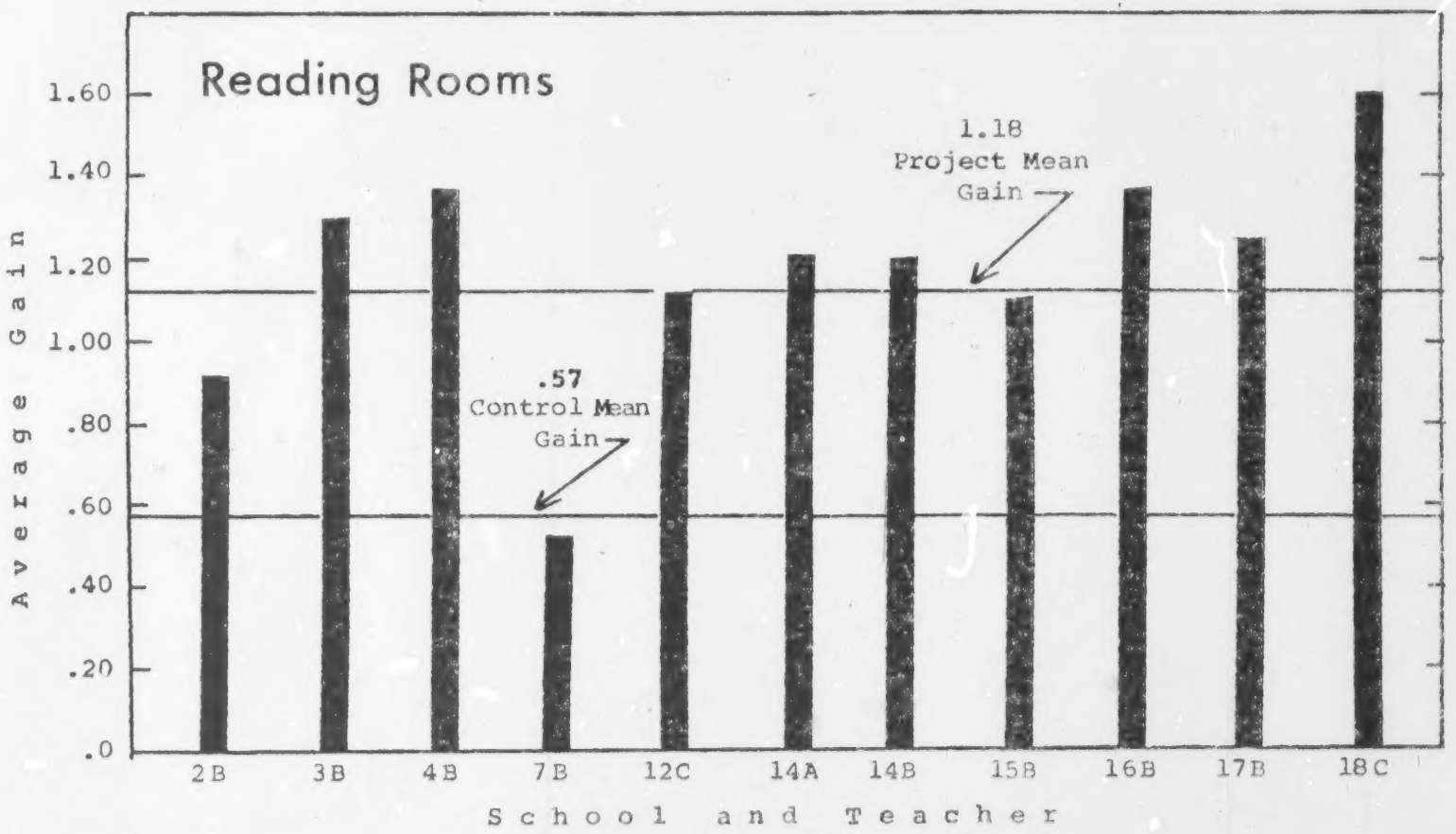

Fig. 3. Plot of Composite Average Gains Made by First, Second, and Third Grade Conquest and Control Pupils on the New Developmental Reading Tests. Based Upon 1973-74 Data.

Reading Clinics

Table 4 (below) records the results of all Clinic testings by grades both for the Project and the Control groups.

TABLE 4
READING CLINICS: MEANS AND MEAN GAINS MADE BY FOURTH, FIFTH AND SIXTH GRADE PROJECT CONQUEST PUPILS AND CONTROLS ON DISTRICT TESTS AND PROJECT TESTS

	Slosson	C.A.T.		Silent Reading Diagnostic		SORT	
Grade	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$ Gain	N	$\bar{X}$ Gain
	1973-74		PROJECT				
4th	86	190	3.05	228	1.01	228	1.38
5th	86	169	3.74	210	1.00	210	1.44
6th	86	150	4.42	180	1.05	180	1.48
			CONTROLS				
4th	83	23	2.46	23	.13	23	.38
5th	81	23	3.38	30	.35	30	.25
6th	83	25	3.65	24	.05	24	.08

Figure 4, which follows, contrasts the $\bar{X}$ gains made by each grade level for Reading Clinics and their Control groups on the Silent Reading Diagnostic Tests (S.R.D.). As in the first three grades, the project groups have each made over a year's gain, which at the fourth grade is 8.8 months above the controls, at the fifth grade 6.5 months above, and at the sixth grade 1 full year above.

The $\bar{X}$ gains on the S.R.D. by location and teacher are plotted in Figure 5 which follows. Teachers 1, 10, 12A, 13A, 13B, 15A, 16A, 17A, and 18B are to be especially congratulated as their students' $\bar{X}$ gains were above that of the total Reading Clinic $\bar{X}$ gain of one year and .1 month (1.01)

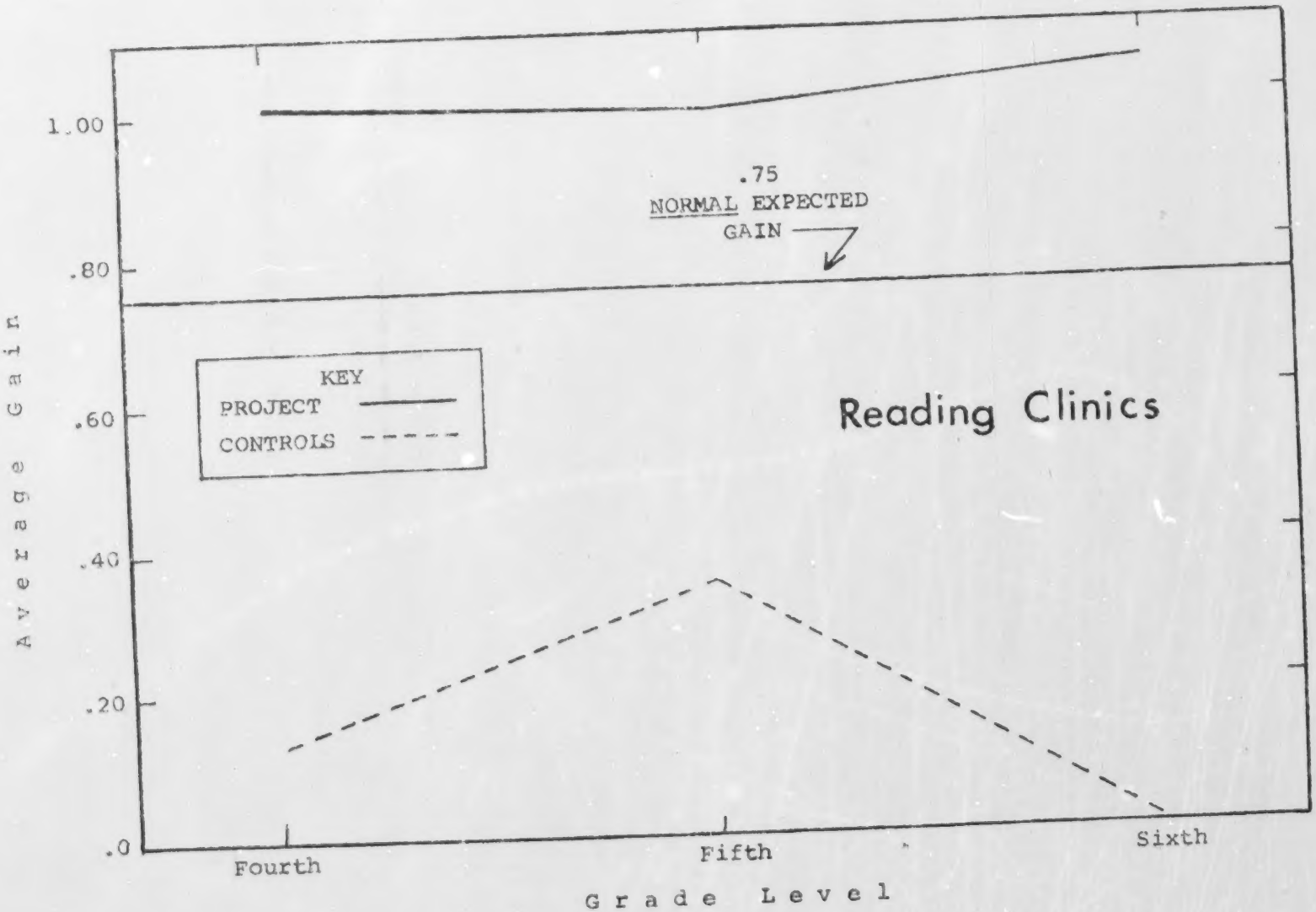

Fig. 4. Plot of Average Gains Made By Pupils in Conquest and Control Groups on the Silent Reading Diagnostic Tests. Based Upon 1973-74 Data.

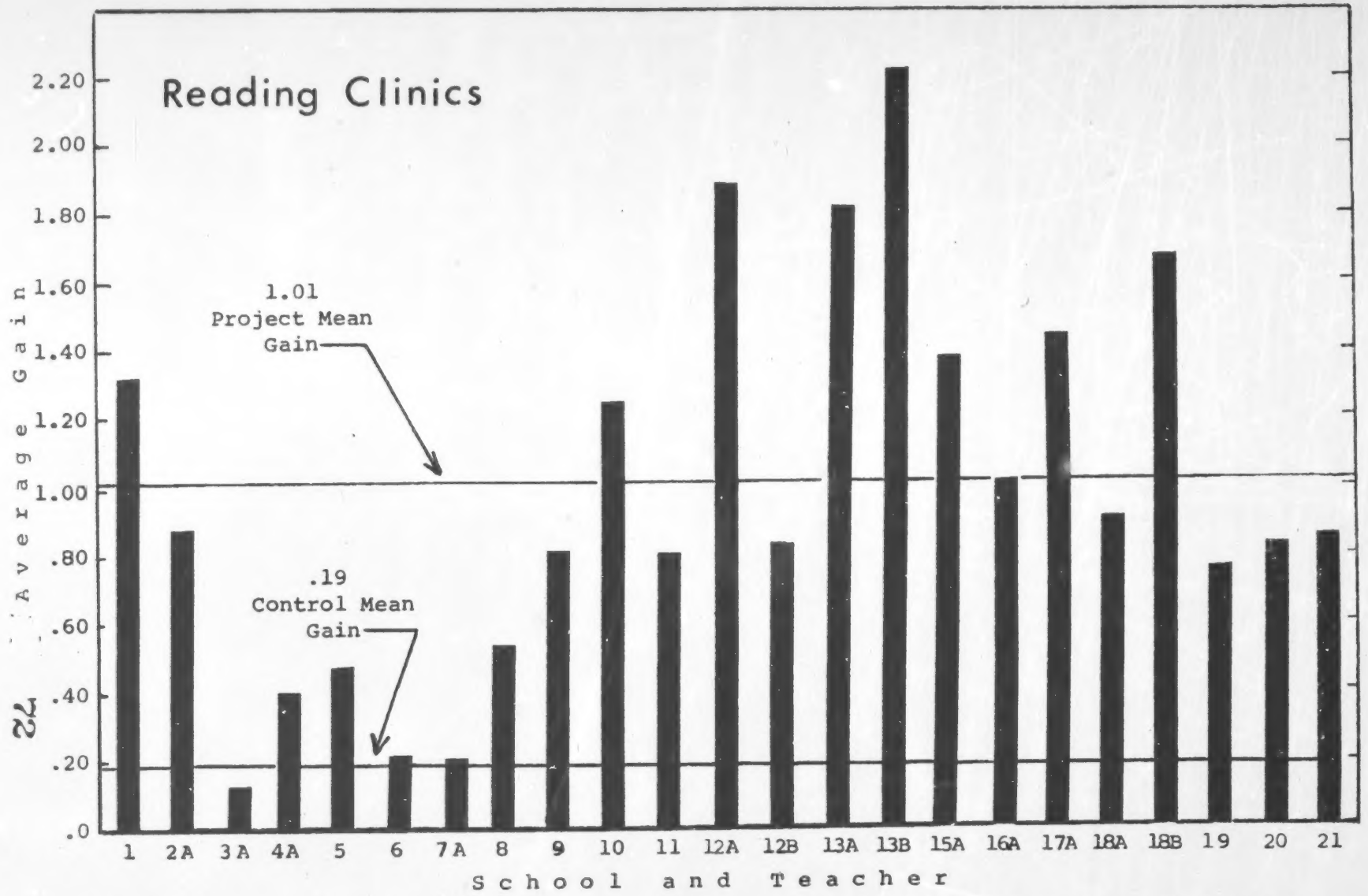

Fig. 5. Plot of Composite Average Grade Gains Made by Fourth, Fifth, and Sixth Grade Conquest and Control Pupils on the Silent Reading Diagnostic Test. Based Upon 1973-74 Data.

Though not above the 1.01 $\bar{X}$ Reading Clinic gain, the following teachers' pupils produced $\bar{X}$ monthly gains above the 7.5 months normal expectation in seven and a half months of instruction.

Reading Clinics

Location		$\bar{X}$ Gain by Months Above 7.5 Months Normal Expectation
School	2A	1.4
School	9	1.0
School	11	.5
School	12B	.7
School	18A	1.7
School	19	.2
School	20	1.1
School	21	1.2

All teachers listed above are also to be commended.

Table 5 which follows, reports the statistical analysis of the $\bar{X}$ score gains made during the year on the Bond-Balow-Hoyt testing, which is the main standardized testing in Conquest. As both tests are extensively definitive diagnostic instruments, the significance reported is indicative of the improved reading abilities of the students through project participation.

TABLE 5
RESULTS OF t TEST OF SIGNIFICANCE ON AVERAGE GAINS
MADE BY PROJECT CONQUEST PUPILS AND CONTROLS
ON THE BOND BALOW HOYT TEST, 1973-74

Grade	Group	N	Average Gain	df	t	Level of Significance
1st	Project	32	1.50	56	6.71	.01
	Controls	26	.56			
2nd	Project	141	1.29	164	5.47	.01
	Controls	25	.60			
3rd	Project	137	1.14	145	3.37	.01
	Controls	10	.52			
4th	Project	228	1.01	249	5.18	.01
	Controsl	23	.13			
5th	Project	210	1.00	238	3.82	.01
	Controls	30	.35			
6th	Project	180	1.00	202	5.88	.01
	Controls	24	.05			

The main behavioral goal of Project Conquest is that "...in the 7.5 months between pre-posttesting on the appropriate grade level Bond-Balow Hoyt test the Conquest students' groups will make statistically significant $\bar{X}$ gains at the .05 level above those made by the control group." This behavioral goal was more than met at every grade level.

The SORT was used at all grade levels, including the three junior high grades, which will be reported in the section on this special group. The $\bar{X}$ SORT pre-posttesting gain of the Conquest group was 1.57 (one year, five and seven-tenths months). Figure 6 plots the $\bar{X}$ gain by grades for both the Project and Control Groups.

The $\bar{X}$ gain of each of the Project's grade level students above that of both the control and expected gains is seen in Table 6.

TABLE 6
SORT MEAN GAIN OF EACH PROJECT GRADE LEVEL
ABOVE CONTROLS' GAINS AND EXPECTED GAINS

Grade	Above Controls	Above Expected
1st	12.0	9.8
2nd	11.3	8.8
3rd	9.2	8.0
4th	10.0	6.3
5th	11.9	6.9
6th	14.0 (1 year 4 months)	7.3

The contrast between the $\bar{X}$ score gains on the SORT of the Conquest and the Control groups by grades is plotted in Figure 6. Though no statistically significant gain above controls was set for this testing, as seen in Table 7 all project gains in the basic word recognition skills which are needed before comprehension abilities can be developed were highly significant and apparently can be attributed to the teaching in the project.

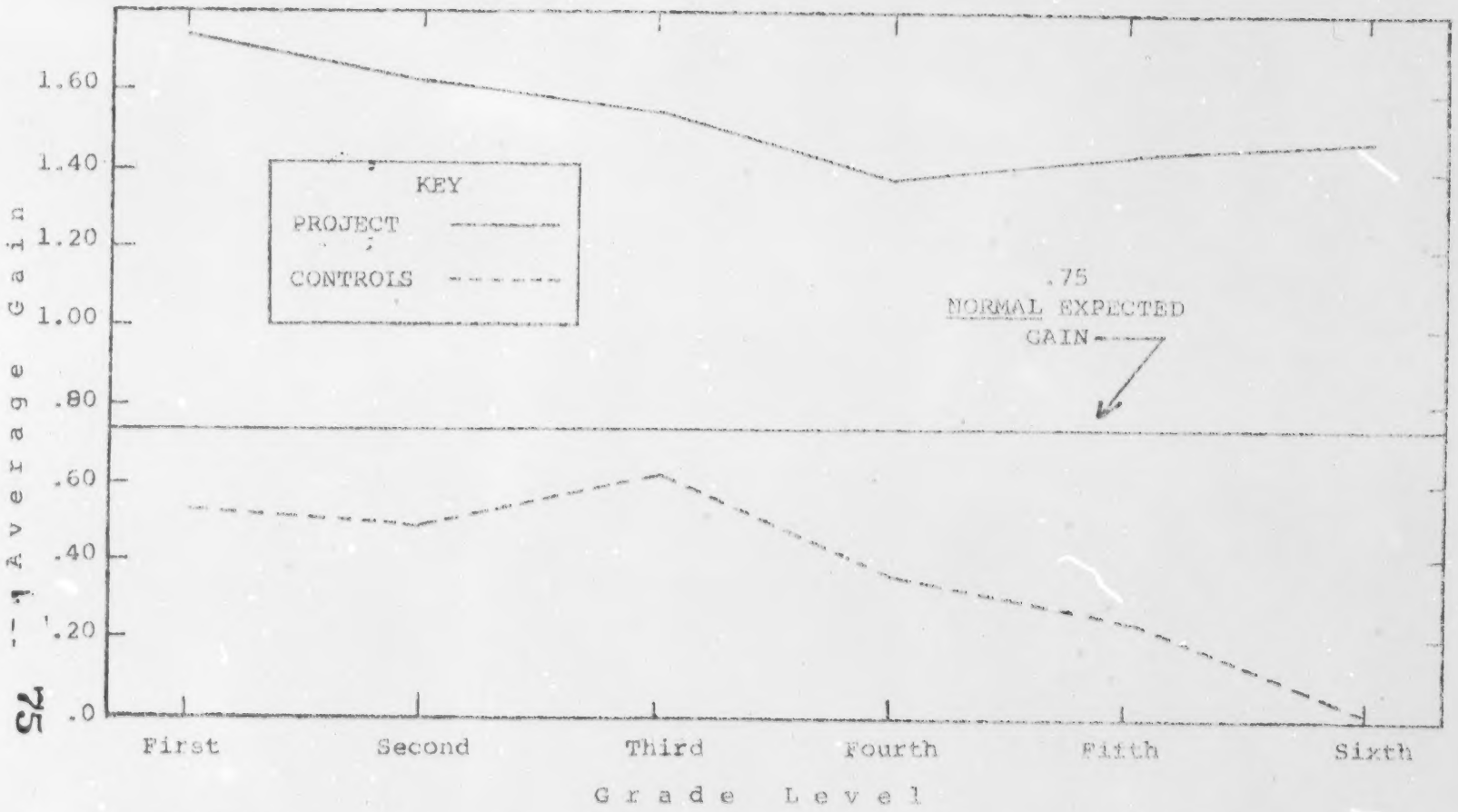

Fig. 6. Plot of Average Gains Made by Conquest Pupils and Controls on the SORT Test. Based Upon 1973-74 Data.

TABLE 7
RESULTS OF t TEST OF SIGNIFICANCE ON AVERAGE GAINS MADE BY PROJECT CONQUEST PUPILS AND CONTROLS ON THE SORT

Grade	Group	N	Average Gain	df	t	Level of Significance
1st	Project	32	1.73	56	6.62	.01
	Controls	26	.53			
2nd	Project	141	1.63	164	6.93	.01
	Controls	25	.50			
3rd	Project	137	1.52	145	3.59	.01
	Controls	10	.63			
4th	Project	228	1.38	249	6.00	.01
	Controls	23	.38			
5th	Project	210	1.44	238	6.57	.01
	Controls	30	.25			
6th	Project	180	1.48	202	6.63	.01
	Controls	24	.08			

Based upon 1973-74 Test Results.

Gates MacGinitie and California Achievement Test, Reading Subsection, 1970.

As has been pointed out in the Preface, after the May, 1973, testing in District 189 on the California, 1957 version, the 1970 version was substituted for the 1957 version. No testing was done on the 1970 version in the fall of 1973 to use as a pre-test with the May, 1974, test results. Pre-posttest of gains through district tests use the May testing of the previous year and the May testing at the end of the current school year in which a child is enrolled. The norm for a child leaving the second grade is 2.8 (second year, eighth month at testing time); at the end of the third year the norm is 3.8 (third year, eighth month at testing time); this indicates a ten-month score gain (1.00), which is a school year gain between testings. Norms are seldom met in a district composed of a majority of disadvantaged people. However, with the supplementary teaching in Title I the year gain is often met, as indicated in Conquest's testings on instruments which assess the skills and knowledges it teaches.

In past years the evaluation has reported assessment of the gains on the district tests to illustrate the transfer effect the various academic projects have had on the students' performance in the regular classroom.

Though both versions of the C.A.T. are valid instruments, they are not comparable. Therefore gains made in 1973-74 cannot be assessed from these two non-equitable instruments[9]. However, analysis of posttest scores of the project and control groups will be made. Table 8 presents this statistical analysis.

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[9] A paper prepared by this department documenting this statement is available.

TABLE 8
RESULTS OF t TEST OF SIGNIFICANCE ON AVERAGE POSTTEST GRADE LEVELS ON GATES-MAC GINITIE AND CALIFORNIA ACHIEVEMENT TESTS, READING SUBSECTION, FOR PROJECT CONQUEST PUPILS AND CONTROLS BY GRADES

Grade	Group	Mean Post	Difference In Means (May 1974 Data)	t	df	Level of Significance
			Gates-MacGinitie Reading Test			
1st	Project	2.10	.62	2.58	28	.01
	Controls	1.48				
2nd	Project	2.26	.25	1.07	127	Non-Significant
	Controls	2.01				
3rd	Project	2.75	.70	1.89	120	.05
	Controls	2.03				
			California Achievement Test			
4th	Project	3.05	.59	2.36	211	.01
	Controls	2.46				
5th	Project	3.74	.36	1.20	190	Non-Significant
	Controls	3.38				
6th	Project	4.42	.77	3.21	173	.01
	Controls	3.65				

Only in the second and fifth grades were the project's posttest $\bar{X}$'s on the district tests not significantly higher than the $\bar{X}$s of the controls. In the first grade, the Conquest $\bar{X}$ was 3 months above national norms.

Junior High

Thirty junior high school students (seventh grade, 15, eighth grade, 2, and ninth grade, 13) were selected to be served in a special developmental reading program. The students were those who had third and fourth grade reading abilities as assessed by the Bond-Balow Hoyt reading tests and checked by the SORT. These students were experiencing great difficulties in performing in the junior high work which demanded reading, but performed on norm with their peers in non-reading skills. All were tested on the Slosson upon entrance into the special program to verify the assessment of "capable." Results of the pre-tests are recorded in Table 9.

TABLE 9
JUNIOR HIGH DEVELOPMENTAL READING PROGRAM:
PRELIMINARY ANALYSIS

Grade	N	Slosson	SORT		Bond	
		$\bar{X}$ (rounded)	$\bar{X}$	S.D.	$\bar{X}$	S.D.
7	15	83	4.15	1.54	4.41	.75
8	2	72	3.45	1.44	3.85	1.14
9	13	76	3.98	1.04	4.77	.34

Based upon the testing results on the Bond-Balow, which documented a general deficiency in word recognition and decoding skills, students were started at basic reading skills, beginning with the Phonovisual Chart to improve word decoding ability, and were encouraged to read many short books written a little below their $\bar{X}$ grade reading level (4.3) but of their age interest, so they could gain both fluency in reading and to learn to enjoy it. These books were orally reported upon to gain ability in choosing the main idea of a story, an important reading ability needed in all school work. It was not expected that these students would be brought to grade level in the 7.5 months of their 45 minute daily instruction, as the grades of these students evidenced a pattern of many years of failures in the subject.

Though the Bond test was used as a diagnostic test, gains on the SORT are used in the evaluation for two reasons: (1) with these students the long Bond test was frustrating, and (2) both the Bond test and the SORT pretesting documented a primary need in word recognition skills, with the ninth grade $\bar{X}$ scores lower than the seventh grade.

The behavioral goal set, after diagnosis was made of their main need, was that the $\bar{X}$ monthly gain of these students in the 7.5 months instruction would be .75 (7.5 months) on the SORT.

During the year one seventh grade student, and two eighth grade students moved away so the pre-posttest reporting is on 28 students. The posttest $\bar{X}$ was 4.30, a $\bar{X}$ gain of .8. The behavioral goal set was met. Also, of the 28 students, 11 of the students made a gain of a year.

SUMMARY

Grade Level Goal

Project Conquest set a goal of returning ten percent of its pupils to the regular classroom; this could be done only if the students posttested at their regular school grade level on the Bond testings. This goal was met, as 161 (15 percent) of the students reached grade level. One hundred thirty-six students (13 percent) were within a month of reaching that goal, a group of 241 (23 percent) made gains of over a year; though they had

pre-tested too low to meet grade level they did gain significantly.

Non-Statistical Evaluation

Staff-Training

Constant staff training, with emphasis upon methods recommended for the slower child, through pre-service and inservice workshops, university courses, etc., is evidenced in the significant gains made by the project children.

Parental Involvement

The added insights of parents concerning the project, through their observation of its work and in learning ways to help their children at home, may be considered a strong variable in the children's success. When teachers and parents know each other, the rapport established helps the children to work. An added and unobstrusive evaluation of parental interest is that all parents, though not attending every Parent Council meeting, again, as last year, averaged at least 50 percent attendance for the scheduled events, and all parents were present at the Award Day.

Award Day

The Award Day brought public recognition to the children, their parents, teachers, and administrators whom the project considered had either accomplished much as students or assisted the project as professional educators.

Beside the 161 (15 percent) students reaching grade level, 131 (13 percent) who came within a month of grade level, 241 (23 percent) who made gains of over a year on the Bond testings, and 208 (20 percent) of the children who had perfect attendance received awards.

Forty-four (44) professionals including the two research and evaluation, people and the Title I director received meritorius awards.

For both the children and the hard working professionals, such recognition is a boost to morale.

Summer School

The summer school session of seven weeks, four hours daily, five days a week, was essential in the Title I area for two main reasons:

(1) The children received first-hand enrichment experiences otherwise beyond their reach; vicarious experiences, such as obtained through TV, are of secondary value to actual experience; and

(2) Reading levels are difficult for small children to maintain during the long summer months, especially in an area where reading materials are either non-existent or inadequate and

> reading is not highly valued as a pastime. If for no other reason, maintenance of the June level of reading attainment would make the summer program worthwhile.

In Conquest, the selection of summer school pupils had been done based upon May, 1974, posttest scores so no teaching time was lost at the beginning of the summer session for duplicate testing.

RECOMMENDATIONS

The following recommendations are made:

(1) That again, as recommended in the three previous years' evaluations of Project Conquest by this department, additional personnel (through Title I) and space (through District 189) for the project activities be made available so that the project can serve in all eligible schools: without reading ability progress in school is questionable;

(2) That the junior and senior high students served in the two-month session be served all year: this year's pilot junior high program justified such an extension of services to those failing, but capable children at a higher grade level;

(3) That the summer school per student expenses be lowered by serving more students;

(4) Again, as recommended in 1971-72 and 1972-73, there will be made available a supervisor each for the Reading Rooms and the Clinics, as it is difficult for the director to administer and monitor so constantly expanding a project.

Recommendations are made only to improve projects; where previous recommendations could be implemented by the project director, with the cooperation of the Title I director, they were made. To quote from the Project Conquest's 1974 Year End Report:

> It has been, perhaps,
> this willingness...
> which has been the real
> key element in the program's
> enduring success and reputation."

COUNTDOWN

Washington School
1100 Piggott Ave.
Phone: 618-274-3581

Mr. Arbria L. Cartwright, Director

COUNTDOWN

(Remedial Contemporary Mathematics Project)

Time: Regular and Summer Terms.

Eligible Title I Students Served: 1,320

Number Enrolled:

Regular: 1,233

Summer: 569 (382 duplicated from regular term)

Source:	Public		Parochial
Elementary (Grades 3-6, inc.)	1,206		27
Junior High School	85 (Summer)		2 (Summer)
Total	1,291	+	29

Number of Title I Schools Served:

Regular: 21

Summer: 17

Staff:

1 Director
3 Monitoring Teachers
22 Clinicians (Teachers)
2 Counselors
2 Nurses
1 Clerk

Inservice:

All certified staff: Miss Florence Fanning,"Contemporary Approach to Mathematics," Graduate Course S.I.U., 4 quarter hours each quarter, 2 quarters.

All staff: every morning, one half hour; monthly, last Friday, 1:30-4:00 P.M. at individual target area schools or Project Countdown office.

Cost:

Term	Project	Per Pupil
Regular	$460,407	$373
Summer	45,886	80
Total	$506,293	

OVERVIEW

Schools Served

The twenty-one elementary Title I schools served by Project Countdown during the 1973-74 school year were: Alta Sita, Brown, Cannady, Dunbar, Franklin, Garfield, Garrison, Golden Garden, Hawthorne, Jackson, Jefferson, Kennedy, Lafayette, Lilly-Freeman, Lucas, Monroe, Park, Robinson, Washington, Webster, and Wilson. Third through sixth grade students participated in the regular term. Though in previous years parochial schools were invited to participate, none did until this year when St. Joseph, an elementary school within the Title I area, participated in both sessions, and St. Teresa (a girls' secondary school) sent two students to the summer session.

Selection Criteria

The California Achievement Tests, Mathematics Sub-Section, 1957 version, had been administered in May, 1973, to the students now in the fifth and sixth grades. A student who had scored six months below the expected grade level at that time (4.8 and 5.8) on the total score for the mathematics sub-section was referred to Project Countdown if his district teacher considered this an accurate assessment of his mathematical abilities and of his capacity to progress with supplementary individualized teaching based upon the student's year's performance in the subject. Third and fourth grade students were referred, based upon the teacher's assessment of the students' mathematical performance as evidencing need of supplementary mathematical instruction.

Upon entering the project each pupil was pre-tested on the Contemporary Mathematics Test (C.M.T.) to determine the level at which his instruction should begin; the same instrument was used in posttesting near the end of the eighth school month. All pupils not attending Conquest[1] received screening and referral service by the Title I School Health and upon recommendation by the homeroom teacher and/or the Countdown Clinician, received psychological screening and year-long counseling by the Title I Counseling and Guidance Service. Observations by counselors of project

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[1] Project Conquest counts its students first; this is the "unduplicated count." A Conquest pupil attending another program is listed as a "duplicated count." Health and Counseling services are based on unduplicated counts in each project so that all project children can be served as needed.

students in the clinics and in the homerooms also were used to select students for counseling services.

The Slosson I.Q. Test (S.I.T.) was not administered by Project Countdown at the beginning of the 1973-74 school year. Therefore, this additional documentation of a student's capacity was not available. S.I.T. scores of two hundred-sixty-three (21 percent) Countdown students were obtained from Project Conquest.

PROJECT COUNTDOWN COMPONENTS

Clinical Teams

The twenty-one schools, divided into three geographically convenient groups, were served by clinical teams, which diagnosed individual mathematical deficiencies, and prescribed the group in which each pupil would work as well as the special assistance he would receive.

Each team was headed by a monitoring teacher; the monitoring teachers were chosen from those exhibiting in-depth understanding of the concepts of Comtemporary Mathematics (C.M.), exemplary teaching competency, and the ability to supervise. Since the monitors also taught, they served as examples both to the new clinicians and to the teachers in the Title I schools served. The concepts of C.M., which should provide the reasoning behind the interrelated mathematical processes, and C.M. language, which expresses the reasoning and interrelations, can make Traditional Mathematics (T.O.), upon which all district children above the primary level are tested[2] in May of each year, not only easier but more meaningful. The transfer from T.O. to C.M. by teachers trained in T.O. has been difficult; this was mentioned in the last two evaluations, but the problem remains, and will probably remain until the teachers are those who were taught C.M. when they were in grade school. The monitors were responsible for seeing that their clinic teachers were using C.M. procedures and the language which expresses the C.M. concepts. The monitors also held workshops for the regular staffs in the schools Countdown served so that the concepts, etc. of C.M. could be incorporated into T.O.

Pupils in each clinic were taught in small groups; these groups consisted of children diagnosed as being at an actual C.M. level, not at the grade level of their regular classroom. After the clinician became knowledgeable of each pupil's mathematical deficiencies, individual help was given by either a teacher or a Countdown pupil who understood that particular part of C.M.; this use of student help not only relieved the clinician of crowding his three times weekly forty-five minute per group schedule but,

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[2] Ernest W. Tiegs and Willis W. Clark. California Achievement Tests: 1957 Edition, 1963 Norms: California Test Bureau, Del Monte Research Park, Monterey, California, in May, 1973; 1970 Edition used in May, 1974.

more importantly, added to the self-concepts of the teaching pupils. Planning for both group and individual instruction took place in each morning's inservice period.[3]

Though statistically significant $\bar{X}$ score gains between pre-posttesting on the C.M.T. above those made by the control groups were set as the main Countdown behavioral goal, stress was placed in understanding the processes and in mastering the basic operations of mathematics. C.M. is not contradictory to T.O., as a quote from the "Introduction" to the Contemporary Mathematics Test should verify:

> The Contemporary Math Test (CMT) series has been developed to be used in addition to the California Achievement Test (CAT).[4]

As explained in other sections of this evaluation, pre-post testings on the C.A.T. this year cannot be used in the 1973-74 assessment since the 1957 and the 1970 versions of the tests are not comparable. A paper documenting this lack of comparability is available from this office. Therefore, as with other academic projects which have C.A.T. testings in their area of instruction, only the C.A.T. (1970 version) posttest $\bar{X}$s of the project and control groups were compared for the statistical significance of the mean difference of the project and control groups. (The testing versions were changed after the district elementary students were tested in May, 1973, on the 1957 version, and after the Title I students were selected, based upon their 1957 C.A.T. scores.)

Third Grade C.M.T. Test: District Version

There was no overall C.M.T. testing reported for the third grade students in 1972-73, which was the first year the project served that grade level. The lower elementary version of the C.M.T., which is appropriate for students at the end of the third grade, was so difficult at the beginning of that grade that the third grade Countdown students could not score. No national norms have as yet been established for the third grade on the C.M.T. Since the federal government is increasingly requiring "accountability," through testing assessments of pupil gains, for refunding of federal Title I programs, the department last year recommended that a third grade C.M.T. test be developed with the cooperation of this department.

The test contains 25 items concerning the basic concepts, computations, and vocabulary of C.M., covering items of increasing difficulty from the 2.5 to the 4.0 level. The test packet contains a page of test rationale,

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[3] The first half hour of the district school day is considered "prime time," and allotted to the regular Reading program.

[4] _____. Contemporary Mathematics Test, Revised Edition: California Test Bureau, Del Monte Research Park, Monterey, California; 1965.

explanations, and instructions to the tester, a testing page to be mimeographed for each child, and a scoring sheet. A section of the test paper (to the right) was marked for answers, and an answer key was designed to match it. The necessity to read "words" is mimimal so that the instrument is a mathematical, not a Reading Test. A sample of the packet is available through this department.[5]

Since this criterion-reference test, designed for the need of the pupils in a certain location, is scored differently than the standardized C.M.T. used above grade three, it will be analyzed separately.

C.A.T. Mathematics Sub-Section, 1970

Since district achievement testing is on T.O., Countdown also set statistically significant X scores on the May, 1974, C.A.T., Mathematics Sub-Section Total, 1970 Version, above those made by the control group as its second behavioral goal. This had to be changed from "gains" to posttest X differences after the 1970 version had superceded the 1957 test.

Mathematical games, contests, and other activities suitable to each ability level were available for use; many of these were designed by the teachers to satisfy specific student needs. Though these may require some adjustment for use elsewhere, they, as are all other tests, etc., developed by the title projects in District 189, are available upon written request. In all these games, pupil, not teacher, activity was stressed, especially with children who previously had not been able to participate fully in mathematical activities. Learning by doing is considered by Countdown as the most effective method of learning.

Summer School

Children who have had difficulty in working to their capacity or to grade level are those most in need of continued instruction during the long summer vacation so as not to lose the momentum of learning established during the year. Five hundred-sixty-nine children attended the seven week, four hours daily summer session. One hour per day was spent receiving individual Countdown assistance; the other three hours were spent either in the district's summer school program or at another remedial session, whichever was deemed most beneficial to each pupil. Students were tested during the first week of the summer session.

Except for a few centers which showed a drop in attendance on Mondays, and poor attendance the Friday after the Thursday (July 4th) holiday, only the junior high center (with a 50 percent attendance rate) dropped below a consistent 90 percent attendance rate reported for the other

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[5] Billy-Belle Weber. Lower Elementary Contemporary Mathematics Test. 902 King Blvd., East St. Louis, Illinois, 62201; 1973.

project participants. This is extremely high for a session where attendance is voluntary.

Other Aspects

Awards

As in the 1971-72 and 72-73 school years, two field days (May 10, 1974 and July 19, 1974) were held from 9 A.M. until noon at the end of the regular and summer sessions to honor Countdown pupils. Pupils from the various Countdown centers competed in C.M. tests. Winners were publicly awarded trophies for first, second, and third place at each grade level, and had their pictures taken with school district officials by a representative of the Instructional Media Service. Both field days, held in the auditorium at Lilly-Freeman School (a Title I school), were attended by large audiences of parents, other relatives, community people, and professionals from the school system, especially from the schools represented at the meets.

Professional Development

During the third and fourth quarters, all twenty-six certified mathematical employees (including the director) participated in a graduate S.I.U.E. course, "Contemporary Approach to Mathematics," taught by Miss Florence Fanning at Lilly-Freeman, a Title I school. Each earned eight quarter hours of graduate credit.

Though in 1973-74 this problem has been minimized, teachers sent to Project Countdown are not always those with mathematical backgrounds. Even all those with mathematical backgrounds have not been trained in Contemporary Mathematical concepts and language, and the experienced teachers have requested additional training.

By the end of the 1974 summer session all but seven in Countdown had removed deficiencies toward full elementary certification; presently two are enrolled at local universities. The director has his Master's in Mathematics and received his State of Illinois Supervisor's Certificate in Mathematics in 1973.

Dissemination

A Project Countdown brochure, which documents its activities, is produced yearly; it is available upon request.

The school district's monthly newspaper, Report: District 189, and the Title I newspaper, the Communicator, also were used for publicity purposes. Other publicity, especially of the field meets, was obtained through local commerical newspapers.

Parental Involvement

In the 1971-72 and 72-73 school years the Countdown Parent Council consisted of eleven members. In 1973-74 there were twelve members. On the evening of May 17, 1974, at a Title I area restaurant, a Parent Council workshop dinner was held. Principals, Title I administrators and teachers, as well as the Countdown staff, relatives and members of the Parent Council attended. A slide story concerning the project's activities was shown during the evening.

Contribution to Research Studies

In 1973-74 Countdown, as well as the other basic elementary projects (Conquest, Speak, and 3V) participated in this year's "Self-Concept Study." As in previous years, only the testings of the unduplicated count of children from each project was assessed. Countdown, as well as all other full-year District 189 Title I projects, was used in the in-depth research on the "Birth Order of Remedial Pupils."

PRELIMINARY ANALYSIS OF PRE-TEST DATA

The project had very fine controls as is documented (Table 1) by the comparable means and standard deviations of the experimental and control groups at each grade level on the mathematical selection test. Such well-chosen groups enhance the validity of the statistical findings.

TABLE 1
PRELIMINARY ANALYSIS OF DATA FOR PROJECT COUNTDOWN:
PRE-TEST MEANS AND STANDARD DEVIATIONS
FOR PROJECT AND CONTROL GROUPS

Grade Level	C.M.T.			C.A.T.		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD
3rd Grade:						
Project	306	30.1	13.3	*	*	*
Controls	109	30.5	13.9	*	*	*
4th Grade:						
Project	350	7.8	3.0	*	*	*
Controls	204	7.8	3.2	*	*	*
5th Grade						
Project	211	9.1	.4	194	4.0	.5
Controls	55	8.3	.4	47	4.0	.4
6th Grade						
Project	309	9.7	3.1	297	4.5	1.3
Controls	73	10.9	2.7	79	4.8	.5

* Not Available

STATISTICAL ANALYSIS AND INTERPRETATION OF PRE- AND POSTTEST DATA

Numbers used in evaluationa are those upon which data were available.

Number of Years In Project

Within any group of children--and especially any group which has experienced failure and confusion as have the remedials--some do not reach the project goals within the seven-and-a-half months of actual teaching time available to the program. Selection and individual diagnostic testings at the beginning, and the posttesting near the end of the regular school year use the remainder of the time avaliable.

Table 2 records the numbers and percentages of the 1,176 project students upon whom data were available and who attended Countdown only in 1973-74, for two years, etc.

TABLE 2
YEAR IN WHICH PUPIL IS PRESENTLY IN PROJECT COUNTDOWN: BY NUMBER OF PUPILS AND PERCENTS, BY GRADE LEVEL

Grade Level	1st Year N	1st Year %	2nd Year N	2nd Year %	3rd Year N	3rd Year %	4th Year N	4th Year %	Total N	% of Total
3rd	262	85.6	38	12.4	6	2.0	0		306	26.0
4th	258	74.1	63	18.1	27	7.8	0		348	29.6
5th	139	65.9	44	20.9	22	10.4	6	2.8	211	17.9
6th	185	59.2	80	25.7	32	10.3	14	4.5	311	26.5
Number	844		225		87		20		1,176	
Percent of 1,176		71.7		19.1		7.4		1.7		100.0

The above percentages are in the proportion to be expected in a remedial population, and are comparable to those of last year when the first year students accounted for 74.6 percent of the population, and the second year 24 percent.

Only 1.8 percent of the 1973-74 students have been in the program since its inception four years ago; these are at the fifth and sixth grades.

Table 3 presents the number of students for whom there were test data at the time of the preliminary and final statistical analyses.

TABLE 3

SUBJECTS USED IN THE PRELIMINARY AND FINAL ANALYSES
OF PROJECT COUNTDOWN'S 1973-74 DATA

Grade Level	N s Used In Preliminary Analysis		N s Used In Final Statistical Analysis	
	Project	Controls	Project	Controls
3rd	306	109	306	109
4th	350	204	348	204
5th	211	55	211	45
6th	309	73	311	90
Total	1,127	431	1,176*	448**

*Includes 28 pupils attending an elementary parochial school.

**Includes 15 pupils from the same elementary parochial school.

During the year 169 students were dropped and 177 students were added. The final Project Countdown pupil count was 1,235. For most of testings reported there were pre-post data for 95 percent of the students.

Analysis of Data On The Contemporary Mathematics Tests (C.M.T.)

As mentioned previously, the two versions of the C.M.T. (criterion-reference test for third grade and the standardized California version for fourth through sixth grades) are scaled differently: the criterion-reference test has 50 items, with 50 as the top raw score total. The California also reports raw scores, but the top score for the fourth grade can be no more than 30, while 42 is the top score for fifth and sixth grades.

The $\bar{X}$ gains made by each grade level group for both project and controls, and the statistical significance of these gains as analyzed by Student's t for Independent Samples, are documented in Table 4. Wherever possible throughout this evaluation gains are the basis of the assessments, as remedial students are, by definition, those behind in their grade levels. At 4.1 a capable remedial child can be performing at 2.1 on grade level testing. In eight months of remedial help, along with his classroom work, he can make a significant gain, and may even attain the 4.8 norm by the end of the year. However, very few children who need remediation can make a 2.7 gain in one year--1.00 is the normative expectation. For this reason, emphasis is placed upon gains, and where they cannot be used,

comparisons with an equable group, such as the Control Group, are made.

TABLE 4
RESULTS OF t TEST OF SIGNIFICANCE ON AVERAGE GAINS
MADE BY PROJECT COUNTDOWN PUPILS AND
CONTROLS ON THE C.M.T. TEST

Grade	Group	N	Average Gain	d.f.	t	Level of Significance
3rd	Project	306	14.42	413	5.56	.01
	Controls	109	6.82			
4th	Project	348	4.13	550	7.19	.01
	Controls	204	1.90			
5th	Project	211	2.11	254	.78	N.S.
	Controls	45	1.33			
6th	Project	311	2.60	399	6.70	.01
	Controls	90	-.30			

Though the scoring varies it would appear that the project's teaching was responsible for the third, fourth, and sixth grade groups' significant gains in C.M. knowledges, as assessed by the C.M.T. Only at the fifth grade level were the testing results for both the project and control groups comparable, showing no significance in favor of the project group.

Figure 1 charts these mean gains for the fourth, fifth, and sixth grades project and control groups.

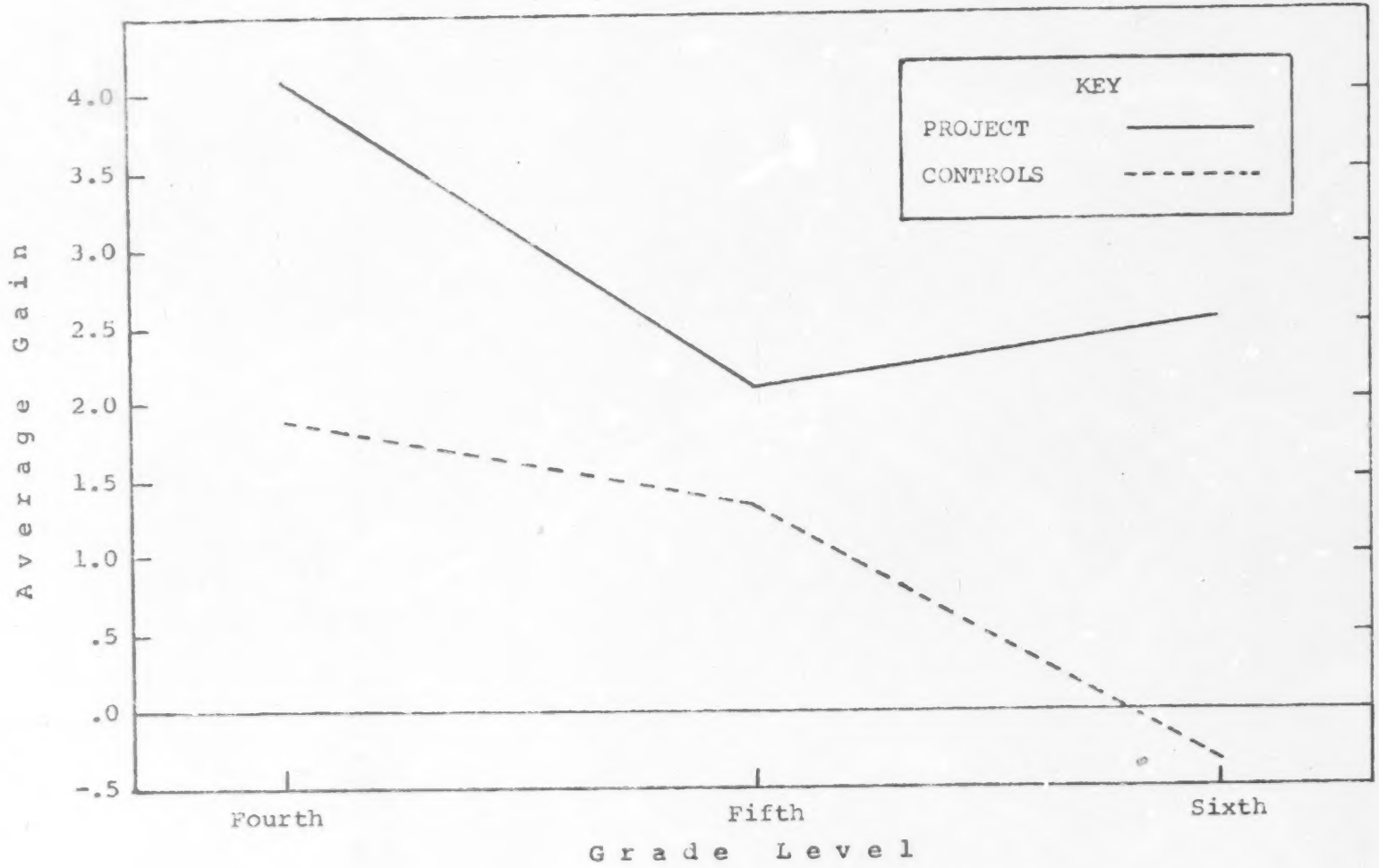

Fig. 1. Plot of Average Gains Made Between Pre- and Posttesting On The C.M.T. For Fourth, Fifth, and Sixth Grade Pupils In Project Countdown and Control Groups. Based Upon 1973-74 Data.

Figures 2 and 3 which follow further indicate the $\bar{X}$ gains made by each teacher's project students, as measured against the total mean gain for project pupils and control groups, for each level. Figure 2 documents the third grade gains, and Figure 3 documents the cumulative fourth through sixth grade gains; this separation was necessary because of the different testings already mentioned.

A study of Figures 2 and 3 is helpful in ascertaining where the most and the least successful teaching is taking place. Though student test scores are <u>not</u> the only evaluation of a teacher's success, monitoring of teachers by trained professionals in the area--the director, monitoring teacher, evaluator[5]--reveals that the evaluation through test scores and by the subjective judgments of these professionals seldom vary.

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[5] A basic requirement beside an indepth training in research of an evaluator is a thorough knowledge of the curriculum and the rationale behind its construction.

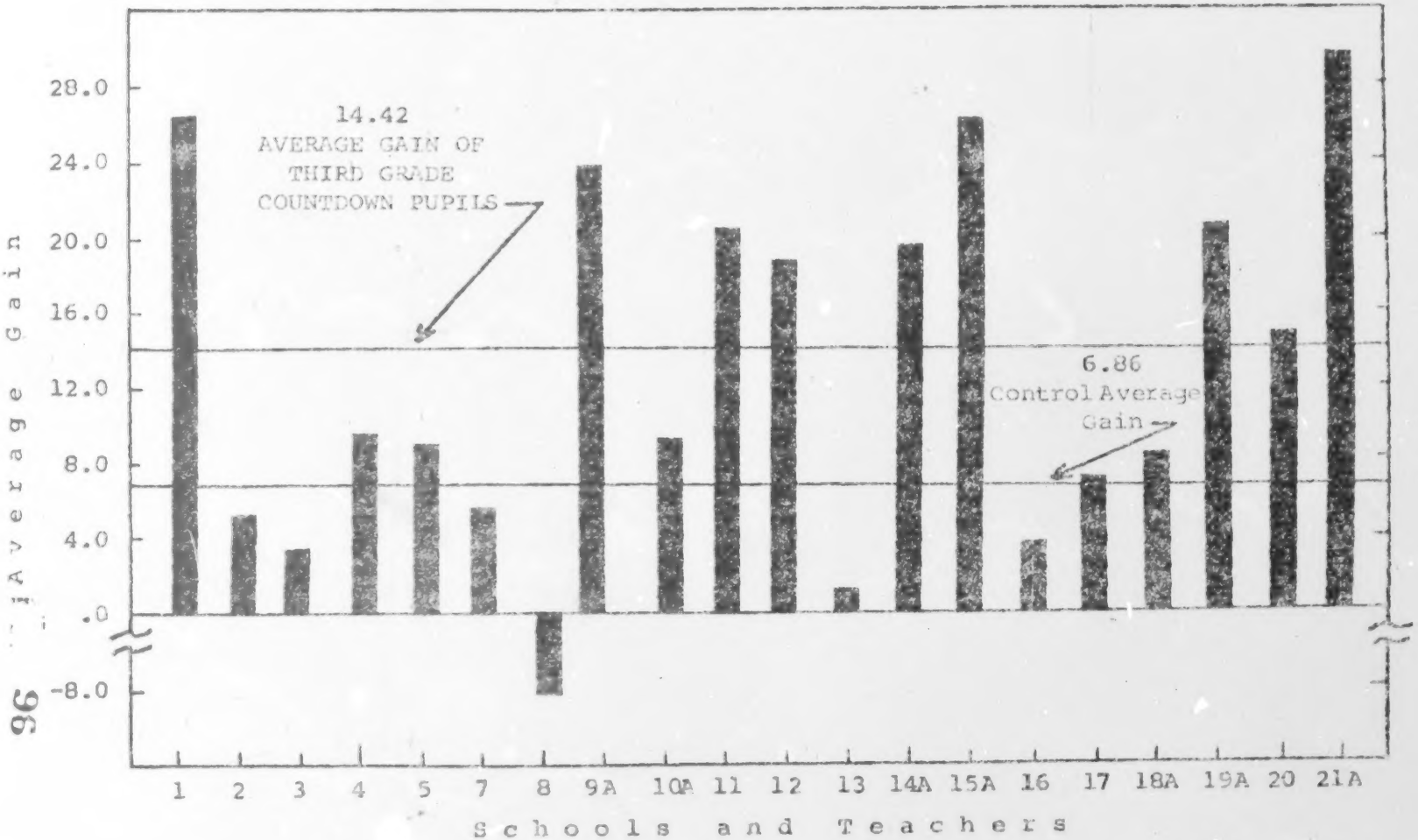

Fig. 2. Plot of Third Grade Countdown Pupils' Average Gains on the C.M.T. and the Average Gain Made By the Controls, by Schools and Countdown Teachers. Based Upon 1973-74 Data.

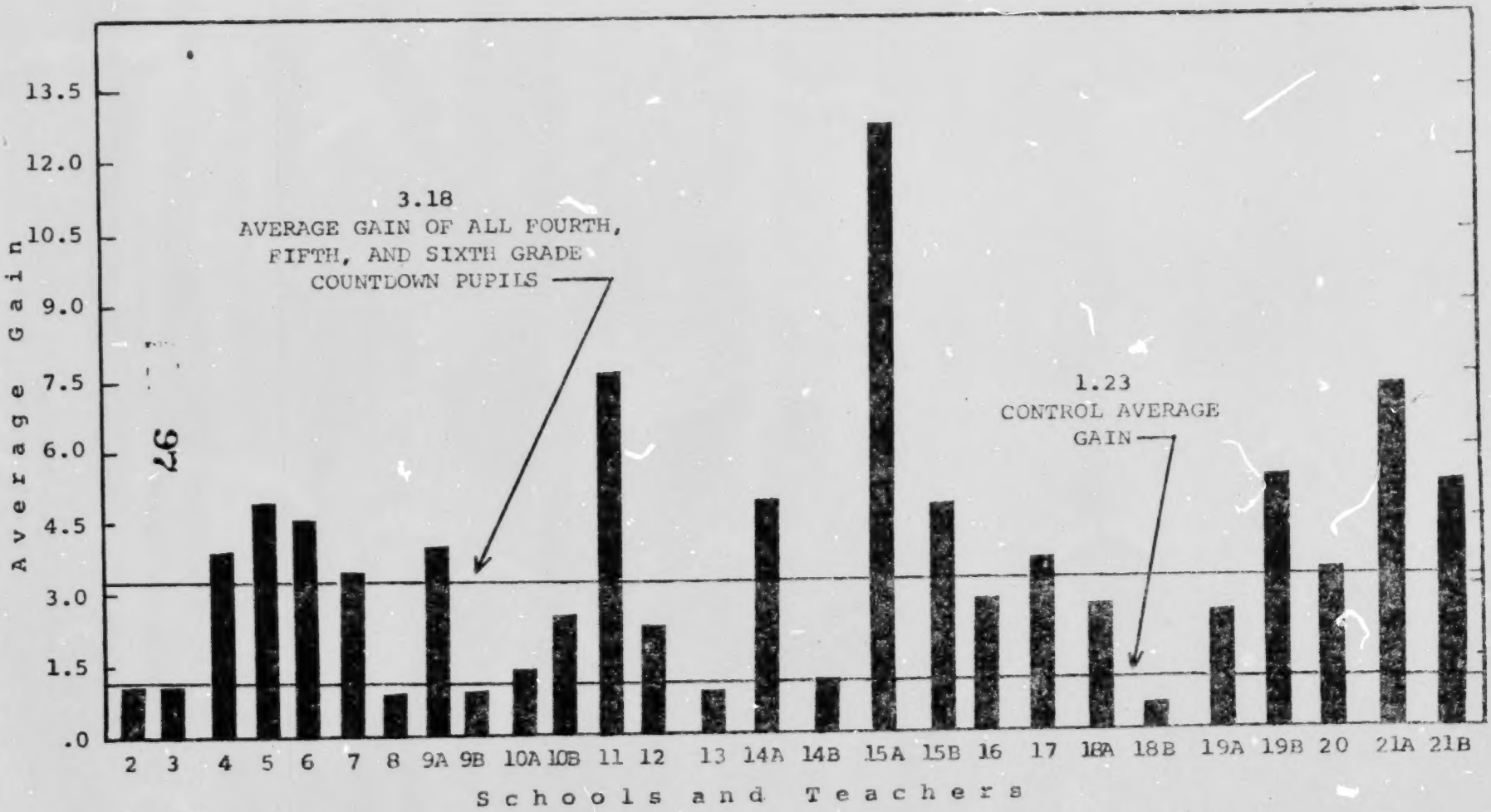

Fig. 3. Plot of Fourth, Fifth, and Sixth Grade Average Gains Made on the C.M.T. by Countdown Pupils and Controls, By Schools and By Countdown Teachers. Based Upon 1973-74 Data.

Assessment Of Teacher Performance

With the same materials and inservice available for all, and with pupils equated on backgrounds and mathematical abilities, the pupils of different teachers produced widely divergent $\bar{X}$ gains on the C.M.T. tests. Table 5 documents the teachers whose students' $\bar{X}$ gains were "Superior" and "Above Average," "Average," "Poor," and "Very Poor." As the third grade test was a criterion-reference test and that given to the fourth, fifth, and sixth grades a standardized test, the resulting teacher evaluations by pupils' $\bar{X}$ gains are reported separately in Table 5.

TABLE 5
C.M.T. STUDENT $\bar{X}$ TESTING GAINS, BY TEACHERS[6]

Grade	Superior	Above Average	Average	Poor	Very Poor
3	1,15A,21A	9A,11,12 14A,19A	4,5,6,17, 20,10A,18A	2,7 3,16	8,13
4,5,6	15A,21A, 11	1,5,6,9A, 14A,11, 15B,21B, 19B	4,7,17,10B, 12,16,18A, 19,20	2,3,9B, 10A,13, 14B	8,18B

The lines under two numbers indicate the same teacher at two locations. Regardless of the two versions of the testing and the different schools served, the teacher ratings by pupil score gains are consistent changing no farther than to the next rating. The teacher at 15A and 21A is to be especially commended as are those at 1 and 11. The teachers in the "Above Average" group are to be congratulated. Both groups should be used to share their mathematical skills and knowledges at the inservice programs. The teachers listed in "Poor" and "Very Poor" should be given extensive help and monitored carefully and consistently as all the children served deserve the best teaching that a teacher can give. As written many times before, use of test results is not the only evaluation, but it is the skeleton, and a strong one. Of the present teachers who were in the project in 1972-73, the teachers at 1,5 and 6,11,14A,15A and 21A and both A and B at 19, received high ratings that year, as they did this year. During the year the evaluator observed significant reasons why their ratings were high for two consecutive years, among which were:

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6 Keys are available only to appropriate professional personnel.

(1) well planned, (2) sequential, (3) child-oriented lessons in (4) pleasant, (5) controlled atmosphere, and (6) with the concepts of C.M.T. constantly emphasized, i.e. no "two times two" (who can see that?) but "two twos," which can be conceptualized. The least successful teachers evidenced the need of planning and subtle control which were the hallmarks of the superior teachers. Though plans cannot always be followed, without them consistent good teaching, and hence pupil learning, is difficult.

C.M.T. Countdown Gains Compared With Non-Title I School Gains

With the cooperation of Mr. Theodore Nichols, District 189 Testing Department, who tested and reported on the non-Title I students, comparisons of C.M.T. test score gains for fourth, fifth, and sixth grade pupils of a non-Title I school in an advantaged section of the district and of Countdown pupils was made again for the 1973-74 school year. Table 6 indicates the average gains made by both groups on the C.M.T.

TABLE 6
COMPARISON OF COUNTDOWN STUDENTS AND STUDENTS IN NON-TITLE I SCHOOLS' PRE- AND POSTTEST MEANS ON THE CONTEMPORARY MATHEMATICS TEST (C.M.T.). BASED UPON 1973-74 DATA

Grade	C.M.T. Means				Mean Gain
	N	Pre-test	N	Posttest	
4th Grade					
Countdown	350	7.80	350	11.90	4.10
Non-Title I	29	12.52	26	13.92	1.40
5th Grade					
Countdown	211	8.30	211	10.40	2.10
Non-Title I	34	6.68	35	10.37	3.69
6th Grade					
Countdown	309	9.70	311	12.30	2.60
Non-Title I	33	9.21	27	12.74	3.53

Based upon the above data, it would appear that Project Countdown teaching was most successful at the fourth grade level. However, the small number of students assessed at the advantaged schools as compared with the total Countdown Group (870 in Countdown group, 96 in the group from the advantaged schools) and the non-comparable X pre-test scores at the fourth grade level make valid interpretations of the gains difficult.

Analysis of Data On the California Achievement Tests, Mathematics Sub-Section Total

The second behavioral goal was written by Project Countdown after the 1957 C.A.T. version used in the selection of students had been given in May, 1973, and before knowledge of the district's change to the 1970 C.A.T. for the May, 1974, testing. As previously explained, the two versions are invalid as pre-posttest instruments. The behavioral goal of project gains significant at .05 above those made by the controls between pre-posttesting on the C.A.T., Mathematics Sub-Section Total was changed to significantly higher project $\bar{X}$ s on the May, 1974, testing of the 1970 C.A.T., Mathematics Sub-Section. The 1970 version is more nearly related to the C.M.T. than was the 1957 version, as it is strongly weighted in "concepts." Full number evaluation of the fourth, fifth, and sixth grade scores are reported in Table 7.[7]

TABLE 7
RESULTS OF t TEST OF SIGNIFICANCE ON GRADE LEVEL SCORES MADE BY PROJECT COUNTDOWN PUPILS AND CONTROLS ON THE C.A.T., MATHEMATICS SUB-SECTION, MAY, 1974

Grade	Group	N	Average Grade Level Score	d.f.	t	Level of Significance
4th	Project	289	3.47	441	.12	N.S.
	Controls	154	3.48			
5th	Project	173	3.72	204	2.71	.01
	Controls	33	4.32			
6th	Project	269	4.74	346	1.38	N.S.
	Controls	79	4.58			

This behavioral goal was not met at any grade. At the fourth and sixth grade the differences were not significant; there was but a tenth (.01) of a month's difference at the fourth grade, and 1.6 months (.16) at the sixth grade, the only grade where the Countdown group had higher $\bar{X}$ gains. At the fifth grade the controls' $\bar{X}$ was six months (.60) above the Countdown group. A check on the preliminary evaluation report indicated that the controls appeared to be comparable to the project pupils in mathematical ability.

[7] There is no C.A.T. third grade testing in the District.

RECOMMENDATIONS

At all levels, except the fifth grade, the C.M.T. testings reveal a highly significant project group gain above that reported for the control group.

In the Nichols' testing, the fourth grade Countdown students, when compared with students from the advantaged schools, had a significantly higher gain, but with "controls" who scored too high on the pre-test to be comparable. It is recommended that in further testings of this kind, a larger number of the "advantaged" school students be used and that their pre-test means be checked for comparability.

As quoted in the first section in this Countdown evaluation, the C.M.T. is supplementary to the C.A.T. and should help students perform well on it, especially on the 1970 version. However, the second behavioral goal was not met; at all three grades tested on C.A.T. the controls made higher posttest Xs, though significantly higher only at the fifth grade. Since the fifth grade was also the trouble grade on the C.M.T. in the project testing and also the Nichols' testing, it is recommended that special care be taken in 1974-75 in structuring the fifth grade Countdown curriculum, etc. Perhaps, too, the large number of "drops" and "entries" during the project year may be an added significant variable. When a child is in need of remedial assistance he should remain in a project the full year, even though he may make initial gains which may seem to indicate no continued need in the project; these gains may be lost when the student faces "normal" competition without improved mathematical understandings. If given a year of consistent supplementary assistance, both ability and confidence can be raised so that a student can successfully perform in the regular class. This same rationale is applicable to pupils who enter the project last in the year. It is recommended that each case be seriously considered before dropping any student from the project before the end of the year.

It is recommended that the daily pre-teaching period of the teachers be used for two purposes: (1) to daily check lesson plans, and (2) for inservice on the usage of C.M. terms, since, as has been stated before, these are essential to instill the C.M. concepts. Parallel to the above recommendation is that if no university in the area offers a mathematical course truly essential for the Countdown teachers, then the inservice be conducted on a regularly structured basis by the Directors of Mathematics (District 189 and Countdown) and supervising teachers and those rated as superior teachers.

Last year it was recommended that more teachers be hired for Countdown so that more locations could be served. It is again so recommended, provided adequate space is allotted the project at the locations.

It is recommended that all duplicated count students whose Slosson scores are not available through the bank be tested as early in the project year as possible.

It is recommended that the summer school students be recruited from the regular session Countdown students most in need of consistent services, as the end of the year testing should obviate the necessity of any testing at the beginning of the summer, so that the short Summer session may be spent on teaching.

It is recommended that the same fine comparability of project and control students exhibited in this 1973-74 year be used in 74-75.

PROJECTS IN PHYSICAL EDUCATION

1. 3V

(Remedial Physical Education)

Title I, 89-10: Regular Term

2. H.P.R.

Re-850: Summer Term

Ninth and Ohio Avenues
Phone: 618-874-1942

Mr. Richard Taylor, Director
Mr. Joseph Perry, Supervisor

3V

(Remedial Physical Education)

Time: Regular Term.

Eligible Title I Students Served:

Source:	Public	Parochial
Elementary	1,089	0

Number of Title I Schools Served: 17

Staff:

1 Director (as Director of Physical Education for District 189, is not paid by Title I)
1 Supervisor
12 Instructors
1 Clerk (paid by District 189)
1 Counselor
2 Health Nurses
1 Health Technician
2 Media Technicians

Inservice:

One full day pre-service before classes, coordinated with District 189 P.E. program, to acquaint professional personnel with new materials and techniques.

Two hours monthly, all personnel, problems discussed, exemplary techniques illustrated by master Physical Education teachers, instructions on testing and reporting.

Cost:

Term	Project	Per Pupil
Regular	$232,218	$231.24

OVERVIEW

Schools Served

The seventeen elementary Title I schools served in the 1973-74 school year were: Alta Sita, Brown, Dunbar, Franklin, Garfield, Garrison, Golden Garden, Jackson, Kennedy, Lafayette, Lilly-Freeman, Lucas, Monroe, Robinson, Washington, Webster, and Wilson. Primary schools were not served, as is explained later. Parochial schools within the target area were invited to attend but none accepted.

Selection of Students

As many inductees during World War II were physically below par, Congress, under President Eisenhower, mandated physical education programs for all public schools. During 1973-74, 3V served 1,089 fourth, fifth, and sixth grade students, who ranked lowest on the 3V Physical Fitness Profile Test administered to all the students in the above schools, and to those students who appeared to have personality problems which the professional staff believed could be alleviated by acquiring additional physical skills and abilities. The test, adapted from the A.A.H.P.E.R. Manual[1], assesses the levels at which each child performs in four physical fitness skills: pull-ups, standing broad jump, 50-yard dash, and 600-yard walk-run. These tests measure (1) shoulder and arm strength, (2) agility, (3) coordination, and (4) endurance, which are those physical abilities the 3V Project was designed to improve through its various activities.

Children who had not received the School Health Service's physical check were given it in 3V so that no child entered an activity in which he would be harmed.

By the age when most children enter the fourth grade, those children whose muscular coordination is good but slow in developing, have caught up with their peers, leaving those still in need of extra help in this

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1 _____. A.A.H.P.E.R. Youth Fitness Test Manual, Revised Edition: American Association of Health, Physical Education, and Recreation, Department of the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036; 1965

developmental area quite noticeable. Because the 3V staff is small--as is the district's physical education department--all grade levels cannot be served. Therefore, the elementary level, where need of this assistance could first be defined, was chosen. At the junior and senior high schools physical education specialists teach P.E.

PROJECT 3V'S COMPONENTS

Construct of Project Groups

Though children at each center were placed in groups according to ability rather than grade level, children who in the pre-tests had placed below the nationally established 50th percentile for each pupil's age and sex, were drawn from each group so that each child received special training in skills where he evidenced the greatest deficiency.

Basic instruction for each group was for a half-hour twice weekly.

Besides the physical skills assessed by the 3V Physical Fitness Profile, eighteen additional activities, which could help develop these motor skills, were available under the close supervision of the staff. These activities included square dancing, hazard racing, jungle-gym workouts, and participation in the elementary basketball, softball, and (for girls) volleyball leagues. Though inner- and intra-school competitions began building toward the junior and senior high team work, as well as giving those remedial children who developed the specific skills the opportunity to be appreciated, self-competition was stressed. Frequent feedback regarding each individual's progress was publicly provided by instructor praise and reports to the home-room teacher and principal, as well as by achievement charts prominently placed in the activity areas and halls of the centers. Pupils whom the instructors noticed were neither fully participating nor progressing were retested four times during the year, and extra assistance offered where needed. This constant attention to children who "would" but "could not" was given not only to develop their physical skills but to help these children attain, through extra attention, more positive self-concepts. Those children evidencing unresolved personality problems were referred to the counseling service.

Special Activities

Elementary 3V Leagues for Boys and Girls

Boys. All 3V boys were given basketball and softball instructions.

Girls. All 3V girls practiced then tried out for the volleyball teams at each center.

All league competitions were held outside school hours, and the results are reported in the "Statistical Analysis and Interpretation of Pre-Posttest Data" section of the Evaluation Report.

Year End Activities

The 3V instructors presented year-end demonstrations for parents and friends of the 3V project children. All children were involved in some activity of Project 3V.

Other Aspects

Professional Personnel

The Director has a Master's Degree +16 with a major in P.E., many years as a P.E. instructor, coach, and assistant director of P.E., as well as presently the Director of all P.E. within District 189. In March of this year he presented a workshop in P.E. at Southern Illinois University, Edwardsville, Illinois.

The Director (who is paid by District 189 only) of the remedial 3V Project is also the Director of the Summer Recreational Program. The district office also serves as the office for these related federally-funded programs. This allows for close coordination of all physical education programs.

The supervisor also holds the same degree as the Director and has been in the field of physical education for thirty years. All instructors have the Bachelor's Degree with either Majors or Minors in P.E.

Not only is the staff experienced and competent but also inventive when faced with inadequate supplies. The staff works regularly on overtime to coach students and to take them on enrichment or competitive trips.

Also, the fine esprit de corps makes possible the heavy reporting, writing of bulletins, and schedule-making, which are involved in the project.

Inservice

Monthly inservice meetings are held to discuss scheduling of programs, innovative methods of instruction, and alleviation of pupils' problems.

Specific inservice is documented on the data page at the beginning of this section.

Parental Involvement

The seven-member Parent Advisory Group met three times during the year, at which times they were instructed in the purposes of the project and were shown slides concerning 3V activities by the Instructional Media Service.

Parents were welcomed at all centers, not only during presentation days but during the daily work of the project. Parents also "chaperoned" any intra-school meets and were alerted by their children concerning inservice meetings.

Contribution to Research Studies

3V, as in previous years, contributed information on all tested students for the Self-Concept and Birth Order studies. This year, in cooperation with Conquest, a study on the Effect of 3V Participation on Academic Achievement was also done. Results of this study are presented in the Research Section of this Evaluation Report.

Dissemination

Local dissemination was through the Parent Advisory Council, the Communicator, (Title I monthly newssheet), the District 189 monthly newspaper, "District 189 Reports," surveys, as well as by word of mouth. Out-of-district dissemination was through the many requests for scheduling etc., of this project which developed from visits made to its centers by P.E. personnel from other cities, and through this evaluation.

PRELIMINARY ANALYSIS OF PRE-TEST DATA

Project Pupils

As in all elementary Title I projects a pre-test analysis was made to ascertain if the students selected were indeed those who were in need of the project's services, and if the control group was comparable to the project group in the area of remediation for which the project was established. The preliminary analysis also indicated the percentages of students who were in their first year at 3V, second year, etc., and if the percentages reported were close to those expected.

Unlike the other projects, physical skills remediation more often is a long-term affair, thus affecting the percentage of students who can be remediated within a year. The expected percentage of first year students was set at 40, 30 in the second year, 20 in the third, and 10 in the fourth, if necessary. The actual percentages, based upon information on 979 students were 45.6, 34.4, 19.8, and .3 (two sixth grade students), respectively.

Control Groups

Ninety-one (91) control students were chosen; this number represents only 8 percent of the total number served by the project. Of these 91 students only 7 (7.6 percent) entered with raw scores that converted to percentile rankings below the fiftieth percentile. The four behavioral objectives to be met in the eight months of special P.E. instruction to improve the average performance of the group--(1) 50 yard dash, (2) 600 yard walk-run, (3) standing broad jump, and (4) pull-ups--set the fiftieth percentile of each grade in each skill as the goal to be met (as assessed through the A.A.H.P.E.R. Youth Fitness Test Manual). Because only seven of the controls, upon entrance, had not reached the goals set by the project for the end of the year, no reporting on controls will be made. Assessment was based solely on whether or not the goals set were met by the project's participants.

At the elementary level the homeroom teacher instructs the pupils in physical education. The fact that these non-physical education majors are working hard in this area is evidenced by the difficulty in obtaining valid (remedial) controls.

Pre-test Data for Project Students

As each fourth, fifth, and sixth grade groups at each location were assessed separately in the four P.E. skill areas, there were 204 average percentile pre-test scores. Only 41 assessed areas (20 percent) had averages above the 50th percentile rank; a student who ranked above the 50th percentile on any of these individual skill tests was not given remedial instruction in that skill. Only at Schools 4 and 5 did each grade group average above the fiftieth percentile level in total skills, but at School 4 the pre-test percentile ranks in some skill areas were very low, averaging but 30.6. Only at School 5 is the validity of the selection of students in doubt.

STATISTICAL ANALYSIS AND INTERPRETATION OF PRE- POSTTEST DATA

Analysis of Pre- Posttest Data

Table 1 documents the Project Groups' average percentile pre-test scores and gains by grades on the four assessed physical fitness skills, the project average pre-test score and gain on each skill, and the total average pre-test percentile and gain for the project. The evaluators are well-aware that percentile ranks are not evenly distributed, but when this is present in all computational comparisons it does not affect the validity of the assessments.

TABLE 1
AVERAGE PERCENTILES (ROUNDED) BASED UPON
PRE-TEST SCORES AND GAINS

Skill	Pull-Ups			Standing Broad Jump			50-Yard Dash			600-Yard Walk-Run			Total Battery*
Grade	4	5	6	4	5	6	4	5	6	4	5	6	Project
Pre-test	40	48	38	26	27	31	37	40	41	26	29	30	34
Gain	8	2	7	10	6	11	10	7	5	12	14	7	8

*Based on total pre-test scores and gains.

Lowest apparent gains were made in Pull-ups, where each grade group began in a higher percentile, where a greater raw score gain is necessary in order to move to the next percentile.

Percentile gains between pre-posttestings, as are reported on the 3V Physical Fitness Profile, do not lend themselves to statistical analysis by Student's t: percentile ranks are not appropriate for this statistical model because they are not in equal intervals. Each percentile pre-test, and average gain recorded, were derived from raw scores, which were converted to percentile ranks appropriate to sex, age, height, weight, etc., of each child involved.

From these converted scores, the mean gain for each physical assessment--pull-ups, standing broad jump, 50-yard dash, and 600-yard walk-run--as well as the total gain for each center were computed.

The project group as a whole made a percentile gain almost one-third its original average percentile ranking. Table 2 documents the number of students at each location (for whom data were available) who were above and below the 50th percentile at pre-and posttest times, and Table 3 presents the number of students who recorded either lower or higher percentile rankings at posttest time.

TABLE 2
NUMBER OF 3V STUDENTS ABOVE AND BELOW THE 50TH PERCENTILE ON THE PRE- AND POSTTESTINGS

		Pre-test		Posttest	
School	N	Below 50th %-ile	Above 50th %-ile	Below 50th %-ile	Above 50th %-ile
1	71	51	20	35	36
2	23	23	0	21	2
3	85	74	11	80	5
4	47	17	30	12	35
5	35	11	24	4	31
6	54	53	1	54	0
7	33	27	6	24	9
8	109	68	41	44	65
9	62	62	0	28	34
10	44	41	3	22	22
11	106	84	22	76	30
12	46	46	0	46	0
13	89	77	12	53	36
14	36	36	0	22	14
15	71	64	7	51	20
16	45	20	25	24	21
17	100	99	1	67	33
Total	1,056	853	203	663	393
% of Total*		81	19	63	37

*Rounded.

TABLE 3
POSTTEST PERCENTILE RANKS OF THE
PHYSICAL FITNESS PROFILE

School	Same or Lower %-ile Ranks	Higher %-ile Ranks
1	1	70
2	0	23
3	12	73
4	2	45
5	1	34
6	1	53
7	1	32
8	4	105
9	0	62
10	0	44
11	37	69
12	0	46
13	0	89
14	0	36
15	0	71
16	12	33
17	0	100
Total	71	985
% of Total	7	93

Table 1 documents the pre-test percentile averages and gains for each grade level and the total project and Table 2 shows the impact of the project services on individuals. Over twice (2.2) as many children were in the "above the 50th percentile" at the end of the year than were at the beginning: this tells but half the story. The second part is that of the 1,056 (Table 3) students, 985 (93 percent) moved into higher percentile ranks, which demand a sizable increase in raw score gains. Predicated on the foregoing the behavioral goals set by Project 3V were met.

Average Percentile Gains By 3V Centers

Figues 1,2,3, and 4 graphically illustrate the average percentile gains in the four assessed skills made by each center compared to the average project gain.

Figure 5 graphically displays the average total percentile gains in all skills made by each center compared with the average total project percentile gains.

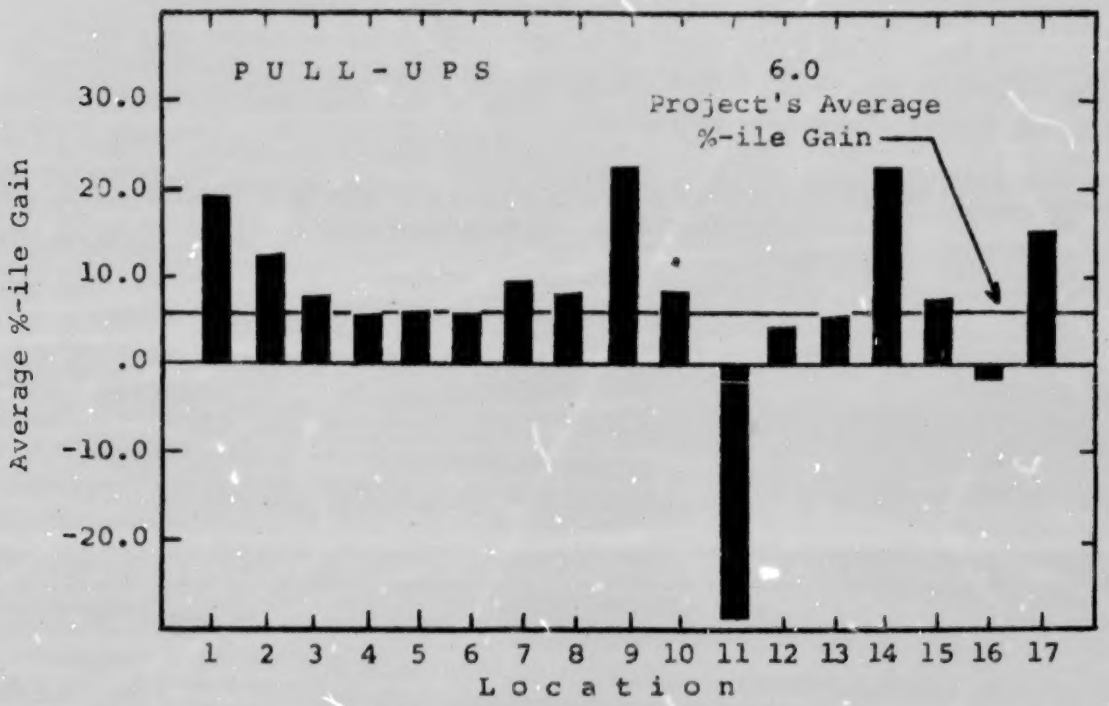

Fig. 1. Plot of Percentile Pull-Up Average Gains, By Locations. Based Upon 1973-74 Data.

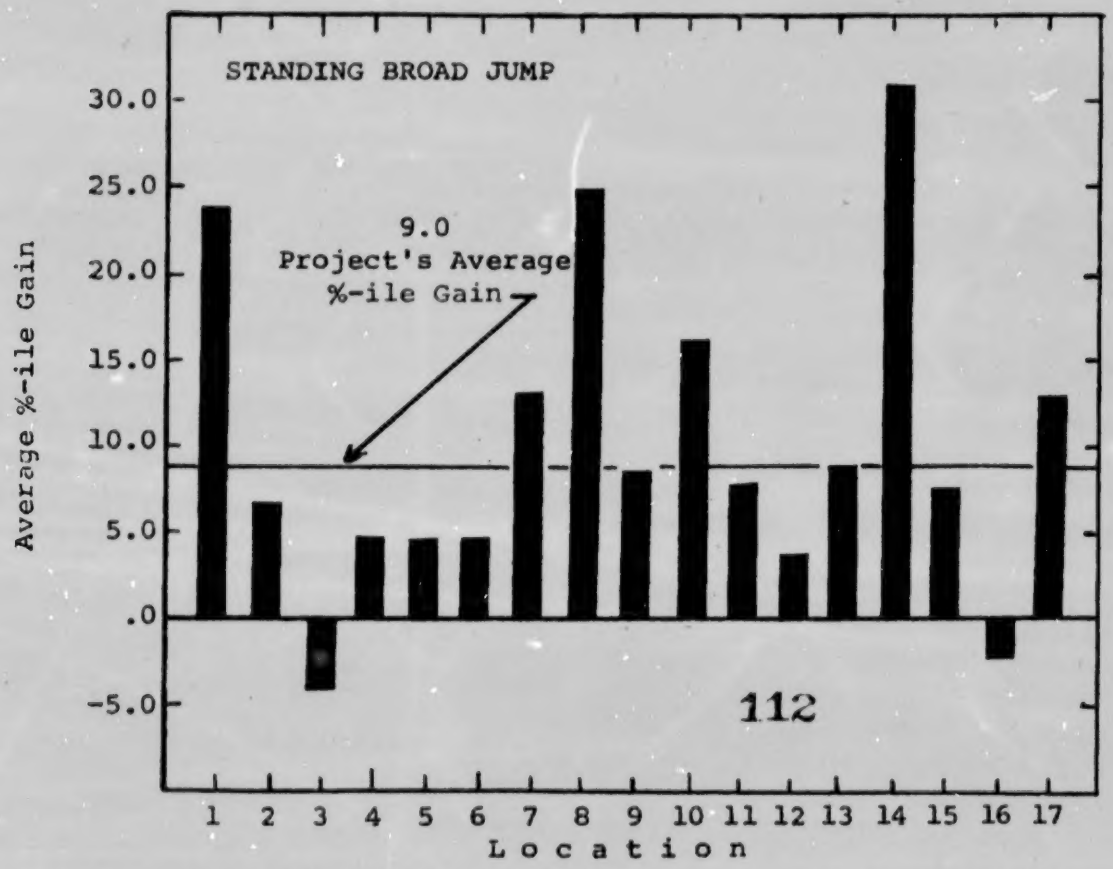

Fig. 2. Plot of Percentile Standing Broad Jump Average Gains, By Locations. Based Upon 1973-74 Data.

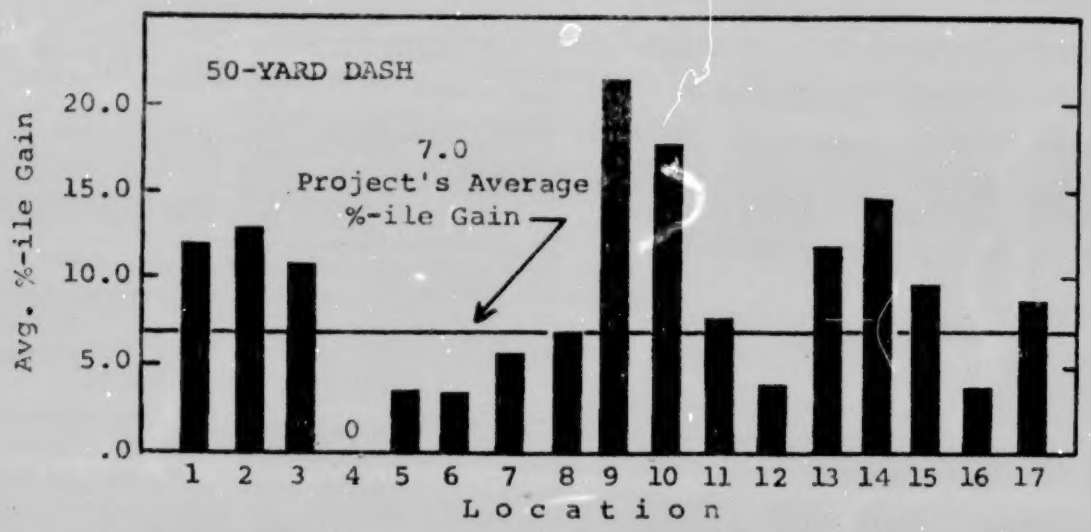

Fig. 3. Plot of Percentile 50-Yard Dash Average Gains, By Locations. Based Upon 1973-74 Data.

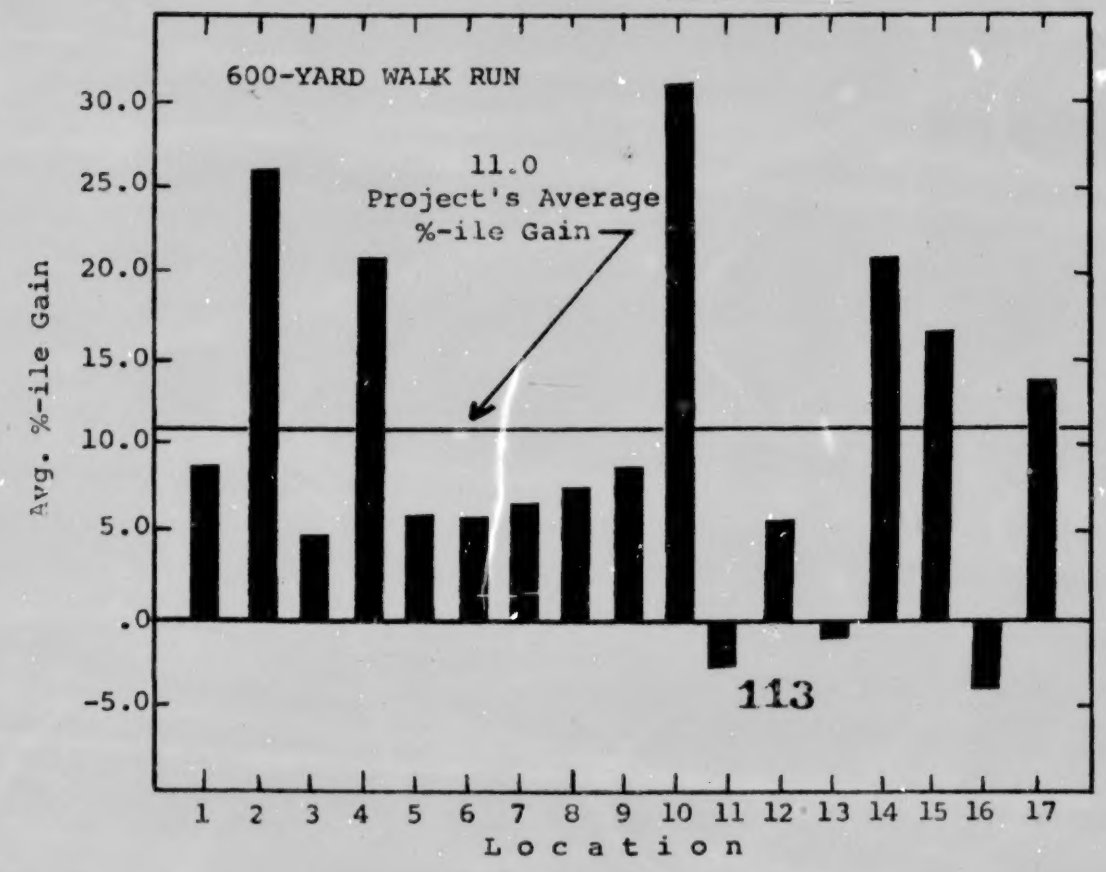

Fig. 4. Plot of Percentile 600-Yard Walk-Run Average Gains, By Locations. Based Upon 1973-74 Data.

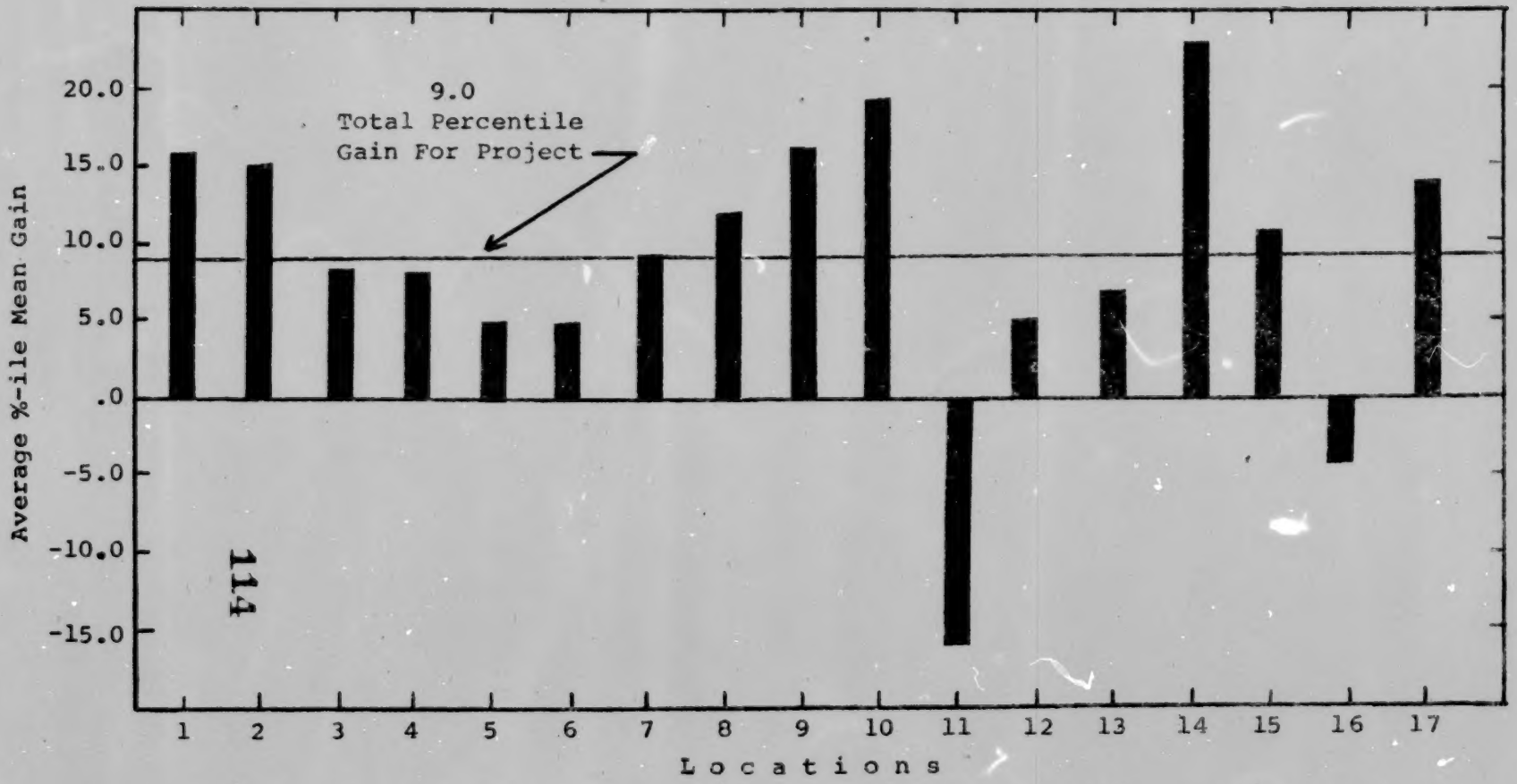

Fig. 5. Rounded Composite Average Percentile Mean Gains Made on All Skills (Pull-Ups, Standing Broad Jump, 50-Yard Dash, and 600-Yard Walk-Run) By Location of Program Centers. Based Upon 1973-74 Data.

These figures demonstrate the especially fine skill accomplishments made at locations 1,2,7,8,9,10,14,15, and 17. Locations 1,9,14, and 17 made gains over twice the project gain.

TABLE 4
OUTSTANDING CENTERS AND TEACHERS

Physical Profile Skills		Basket-Ball	Soft-Ball	Girls' Volley-Ball	Number of "Outstandings"
					1
1	9	12	1	4	2,4,7**,9,14* 10,15***,17
2	10	8	8	12	
					2
7	14				1,12
8	15				
					3
	17				8

*Teacher Outstanding in 70-71, 71-72 and 72-73 at one school and at another for two years.

**Teacher Outstanding in 70-71, 71-72, and 72-73 at one school and at another for one year.

***Teacher Outstanding in 72-73.

The teacher at School 8 earned three "outstandings" this year.

All those teachers whose centers are listed are to be commended. The teachers who continued a pattern of "outstandings" begun in previous years are to be especially commended. It is hoped that the "outstanding" new teachers join this special group.

Special Activities: Elementary Leagues For Boys and Girls

For Boys

Basketball

Project 3V-Annual Elementary Basketball League met on Janugary 30, 1974, with schools 2,3,5,6,8,9,11,12,15, and 18 competing. School 12 won with School 8 as runner-up. Competing teams drew to participate in the Invitational Elementary Basketball Tournament on March 22, 1974. School 8 won this competition.

Softball

The boys composed a short-term league--May 15 to June 6, 1974--from the same centers. At the final play-off Center 1 placed first and Center 8 second.

For Girls

Volleyball

The girls' volleyball teams competed in an Intra-School League from April 5 to April 26, 1974. School 4 won in the South Division and School 12 the North Division.

At the play-off game School 4 became league champion.

Evaluation Surveys

As is constantly reiterated in all these evaluations, this department is suspect of the validity of surveys because: (1) of the small number responding; (2) the general tendency toward only positive responses; and (3) they often assess that which the person evaluating has little or no knowledge, etc. Their real use is for communication purposes between the project and those it serves.

Teacher Evaluations

Seven (7) teachers in the 3V schools completed and returned the Teacher Survey. "Most significant areas of improvement noted" were: (1) Health and Physical Development, and (2) Coordination and Agility. All teachers who returned the surveys believed that from 80 to 90 percent of their children had improved in physical skills. These areas were those noted last year.

Parental Evaluations

Nineteen (19) parents returned the Parent Evaluation forms. With seven questions concerning "interest in program," "improvement in sleeping," etc., in forced-answer "yes" or "no" form, there were 133

responses. Of these responses only seven were "No". One constantly repeated comment added to "Yes" answers for 6 and 7 (6. "Does your child show an improvement in attitude toward home, school, chores, and parents?" and 7. "Do you think that your child has improved his confidence in self, attitude toward other people, and respect toward teachers and parents?") was, "It was good already."

3V Personality Profile

Nine hundred and three (86 percent) pre-posttests on this instrument for 3V instructors' assessments as "Average," "Fair," "Poor," and "Inferior," of "Physical Development," "Mental Maturity," "Social Adjustment," "Emotional Stability," and "Self-Concept," were available. Again, as in previous years, the department questions the validity of such assessments of these personality constructs which no expert in the field of human behavior and/or personality would offer hasty judgments. The 3V instructor, unlike the home-room teacher who is with her pupils for an extended period daily under many circumstances, are not with 99 children long enough to make such assessments--even if qualified in these fields--so only the outstanding deviants are noticed for assessment. There were 4,515 responses (5 categories, 903 Personality Profiles). Of these over 3,341 (75 percent) of the pre-test assessments were "Average." Only 17 percent of the responses changed in rank with the highest percentage (22) of change noted in "Social Adjustment." Most changes recorded were at Schools 6, 10, 11, and 14, showing no correlation with the student positive skill results obtained in the projects by the teachers at the various locations. Unlike the Physical Fitness Profile, which is based on definite levels of skills, this profile is based upon opinion.

Unobtrusive Evaluations

Some of the most valuable evaluations are not quantifiable. Such are those which follow.

One hundred percent of the children who began the project ended with it. This is an assessment of the high interest in and value of the project in the target area where few recreational facilities are available.

The coordination with the regular program, the exceptionally tight organization of this large program, the "discipline" of a physical education staff which places great importance on a child's positive self-concept, the small staff that works many hours past the "regular" school hours to see that each child is helped in improving his physical skills and to have a chance to shine, the continual reassessments to be certain that no child is missing in P.E. development he needs--are all variables which make "success" possible with minimal staff and supplies.

RECOMMENDATIONS

Based upon the above documentation the department makes six recommendations also made in the 1972-73 report:

(1) An increase in staff so that all the target area elementary schools which were not served in 1973-74 can be served in 1974-75;

(2) That enough funds for basic equipment, and storage facilities for it at each school, be allowed the project as "bricks without sand" are hard to make; if expensive equipment is needed and allowed in other projects, this basic equipment should be allowed here, also;

(3) That a black top section should be at every center for outside work, and adequate inside room be made available for P.E. work during bad weather;

(4) That travel reimbursements be given the staff for all 3V outside city trips;

(5) That extra reimbursement for work past school hours be given, as is done with other coaches, since team efforts need this post-school hours training, and that

(6) The Personality Profile, which is very popular with the 3V personnel, be revised to include what is being evaluated in the general areas, as they are nebulous to quantify. If this is done, and the area under "Self-Concept" is clarified, the Title I self-concept test in this project which serves only children already served in other projects where they will be tested on As I See Me then can be dropped. The "Self-Concept" section could be used as a check on the As I See Me testing each child takes in another project.

SUMMER TERM

H.P.R.--RE 850

(Summer Recreational Project)

Time: 7 week summer session, 1 to 5 p.m.

Number of Students Served: 2,365

Number of Title I Centers Served: 12

Staff: Professional:

1 Director
5 Supervisors: (1) Coordinator of Activities, (2) Transportation, (3) Personnel, (4) Games, (5) Rhythms.
4 Traveling Teachers: (1) Arts and crafts, (2) Officials, and (3) Games.
12 Center Head Teachers
29 Center Teachers
1 Health Nurse

Non-Professional:

34 Community Workers and College Students
77 National Youth Corps Workers
1 Secretary, part-time
1 Health Technician

Inservice:

Orientation meeting, June 17, 1974; all staff.

Mid-Project, assessment and re-instructional meeting, July 10, 1974.

Cost:

Term	Project	Per Pupil
Summer	$94,283 (Not paid by Title I)	$39.87

OVERVIEW

Centers

The 1974 Summer Health, Physical Education, and Recreation Project (H.P.R.) served all fourth through ninth grade students who wished to participate in its activities at the 12 target area centers. Since it was a recreational, and not a remedial, program any student interested could participate. Two-thousand-three hundred-sixty five (2,365) children attended for seven weeks from 1 to 5 P.M. daily beginning June 17, 1974. Centers were at the following elementary schools: Dunbar, Franklin, Golden Garden, Jackson, Lilly-Freeman, Robinson, and Washington; junior high schools: Clark, Lansdowne, Rock, and King; and Lincoln Senior High School. The average daily attendance (A.D.A.) for the seven-week period was 1,890 (80 percent); this is an exceedingly high percentage of attendance for a completely voluntary program, and is nine percent above that of the 1972-73 H.P.R. Summer Project. The A.D.A. for District 189's compulsory regular school term in May, 1974, was 89.4 percent.[1]

Prior to the end of the 1972-73 regular school term all District 189 parents were sent flyers announcing the time of the program, the address of the Centers, the activities held at every Center, and the special offerings at certain centers. Also, all district and parochial schools within the boundaries of District 189 were sent flyers announcing the project's components.

Beside the professional staff and 34 community workers and college students, 74 members of the National Youth Corps assisted on a regular and paid basis at the various centers so that individual attention and help were available at all times to ensure the involvement of each child in an activity of his interest. This year, of the 165 H.P.R. employees, 72 (44 percent) were women; this number included ten (10) women at the professional level.

All centers posted a daily schedule of activities, enabling students who did not wish to attend for the full four hours to come for the particular activity of his interest.

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[1] Mrs. Eleanor Metcalfe. Statistical Secretary to Mr. William O. Thomas, Assistant Superintendent in Charge of Special Services, District 189.

Intra- and Inter-Center Competitive Sports

At every level the sports listed below were taught on a regular basis. Inter- and intra-center team competitions were held for the various grade levels in the following sports:

Elementary

Boys Only:

Basketball.
Softball.
Wrestling.

Boys and Girls:

Table tennis: single and double.
Volleyball.
Track.

Junior High

Boys Only:

Basketball.
Wrestling.

Boys and Girls (6th Grade June "Graduates" Included):

Softball.
Volleyball.
Table-tennis: single and double.
Track.

Intra-Center competitions were held at each grade level in all the various competitive sports, whether team or individual. No student was eligible to represent his center in more than two sports: this ruling was established to give all possible a chance to enter inter-center competitions. An Inter-Center Track and Field Jamboree was held Friday, July 19, at 1:30 P.M. Over 500 parents and other adults, as well as interested students, attended. Schools where the winners attended are listed in Table 1. Track skills were assessed only where winners are listed.

TABLE 1

SCHOOLS WITH WINNERS IN H.P.R. TRACK MEET

Skill	Grade Levels											
	4		5		6		7		8		9	
	B	G	B	G	B	G	B	G	B	G	B	G
50 Yd. Dash	8	2	8	6	2	11						
100 Yd. Dash							1	3	1	6	11	7
440 Yd. Relay	7	2	2	6	2	8						
880 Yd. Relay								1		3		1
1 Mile Relay							1		7		6	
Hop-Step Jump	3	2	8	12	8	8						
Long Jump								7		3		
Hop-Skip Jump							6		4		11	

The head teachers and their assistants at the schools from which the winners came are to be congratulated. Schools 2 and 8 had six winners, Schools 1 and 6, five winners, Schools 3 and 7, four winners, School 11, three winners, and School 4 had one. The teachers and the winners deserve special commendation.

Other Activities

Swimming

Swimming at S.I.U. Edwardsville was offered seven days during the summer to all students wishing to attend.

Skating

Ten centers sent groups of forty (40) once a week to the Martin Luther King Skating Rink. Buses took children from the centers, and skates were furnished at the rink.

Rhythms

The 3V teacher Number 13, whose work in rhythmic activities has always been outstanding, supervised the teaching of the summer dance

activities. He appeared at each of the 12 centers once a week for two hours to check on progress and to teach more difficult work than the center teacher could handle. Square-dancing was taught at all centers, and each center was required to have one square dance and one original number of its choice--interpretive, modern, Afro, etc.--ready for presentation at the Rhythms Culminative Program on July 30, 1974, at 2:00 P.M., at King Jr. High.

Evidence of the thrust of the program, was the director's order not to use workers in the dance groups. This whole summer project was established to involve children in enjoyable physical activities which certainly could not be accomplished by the children watching the workers.

Wrestling

Both at the elementary and junior high levels wrestling instruction was offered on a daily basis to interested boys. On July 19, at Lincoln Senior High, a H.P.R. Wrestling Tournament was held, with first, second, and third prizes allotted for each of 13 weight classes. (No report on winners available.)

Bowling

Bowling instruction was offered from June 17 through August 2, 1974, on a regular basis at the Shop City Bowling Alley to 16 students from each center one day per week. Again, workers were restricted from taking a child's place. Competition among the school areas was held during the last week of the project. (No report on winners available.)

Arts and Crafts

At every center at least three (3) arts and crafts activities--leather work, clay molding, woodworking, painting, weaving, etc.--were available so that the children who had time between sports would be productively involved. Any child showing adeptness or interest in any craft was given special assistance. If a pupil wanted to work in a craft not available at the center nearest his home, a worker would transport him to the center where teaching of the particular craft was available, as long as the pupil really worked.

No child was forced to participate in any specific activity as there were enough activities to cover almost any interest, and workers available to help any individual needing assistance. No child, however, was allowed to attend and do nothing. Interests of those not immediately involved in activities were assessed by observation and questions, then the child was led into activities where he evidenced a desire.

Field Trips

Field trips approved were included in a bulletin from the director. From these, each center could choose two. Over 3,000 children under complete adult supervision, visited such places as the Pere Marquette,

Cahokia Mounds, and Chain of Rocks, Illinois State Parks, the Admiral (Mississippi River Boat), and the Gateway Arch as well as the national ball games at Busch Stadium.

Transportation

Transportation involved less than 2 percent (1.9) of the total budget for the H.P.R. Summer Recreational Project because of its strict control which required that the children be ready to leave on schedule. Besides the field trips children from all centers were bussed at various times to wrestling games, skating, and end-of-the-year culminating activities.

Scheduling

The scheduling of the program to allow each center maximum use of the various strengths of the professional and auxiliary help, in conjunction with the high level of activities, produced a project which again has received many requests from other cities in many states for information concerning how to establish and operate a similar project.

EVALUATION OF H.P.R. PROJECT

Mid-Term Center Evaluation by Directors and Supervisors

The director and the supervisory staff devised an evaluative instrument which is excellent not only for a final evaluation, but is an instrument which can be, and was, used to assess progress toward the project's goals at the middle of the term so as to know which skills at what centers are in need of concentrated efforts to improve significantly before the end of the term.

Before the project began, the director and supervisors discussed the objectives to be established for 3V-H.P.R. and the activities, etc., to be used to achieve those objectives. The entire staff met and discussed these objectives. The raison d'etre of the evaluative instrument and how it should be administered was explained.

Objectives established for the pupils to develop were:

(1) An appreciation of wholesome recreational activities through experiencing satisfaction in said experiences; and

(2) Social, not anti-social, attitudes; this necessitated that the staff have and exhibit positive, but not permissive, attitudes toward the 3V students and toward society as a whole.

Objectives established for the staff (beside those inherent in 1 and 2 above) were to:

(1) Organize the recreational activities so that all student participation would be systematic and well-directed, and that supplementary activities must be available at all times for all who attend;

(2) Provide a healthy and safe environment for these activities; and

(3) To make use of visual aids, etc., with the assistance of the Instructional Media Service, to improve the centers' communications and operations.

The project evaluating team consisted of the director and the five supervisors, each of whom independently evaluated all centers at the end of the first three weeks and again at the end of the second three weeks. The last week of the project was for competitions report writing, etc.

Objectives were evaluated on a five point scale based on the ratio of the number of objectives a center achieved in the allotted time (60 hours per 3 week session) rated, by each evaluation team member; i.e., if all six evaluators reported a center satisfactorily working toward all five objectives, the centers total raw score would be 3.0, which divided by 6 (number of evaluators) gives .5; this was the highest total raw score a center could receive. The raw score was then divided by the number of hours (60) to produce a performance index of .08, the top index rating. Performance Index Ratings and their values are:

100 Percent	.08
Above Average:	.07 and .06
Average:	.05 and .04
Below Average:	.03, .02, .01

This instrument is available on request at the P.E. office.

The mid-term evaluation of July 10 is documented in Table 2 and the final evaluation in Table 3.

TABLE 2
H.P.R. DIRECTOR AND SUPERVISORY MID-TERM
CENTERS EVALUATION, JULY 10, 1974

Check one: Pre-Test X Post-Test __ Number of hours: 60

Performance Index Rating Scale		Evaluation Areas 1	2	3	4	5		
		An appreciation of recreational activities	Organization of recreational activities	Development of social attitudes	Providing a healthy and safety environment	Resourcefulness	Total Points	Performance Index Score
.08	100%							
.07	above							
.06	average							
.05								
.04	average							
.03								
.02	below							
.01	average							
	1	4	4	4	3	5	4.0	.07
	2	5	2	4	3	4	3.6	.06
	3	4	2	4	4	5	3.8	.06
	4	4	5	3	4	4	4.0	.07
	5	5	5	5	5	5	5.0	.08
	6	5	3	5	2	5	4.0	.07
	7	5	5	5	2	5	4.4	.07
	8	5	4	4	5	4	4.4	.07
	9	4	3	5	4	3	3.8	.06
	10	5	4	4	4	4	4.2	.07
	11	5	5	4	5	2	4.0	.07
	12	3	2	5	3	2	3.0	.05

TABLE 3
H.P.R. DIRECTOR AND SUPERVISORY FINAL
CENTERS EVALUATION, AUGUST 7, 1974

Check one: Pre-Test __
Post-Test X

Performance Index Rating Scale		Evaluation Areas 1	2	3	4	5		
.08 .07 .06 .05 .04 .03 .02 .01	100% above average average below average	An appreciation of recreational activities	Organization of recreational activities	Development of social attitudes	Providing a healthy and safety environment	Resourcefulness	Total Points	Performance Index Score
	1	5	5	5	4	5	4.8	.08
	2	4	3	4	3	4	3.6	.06
	3	3	3	5	5	5	4.2	.07
	4	5	5	4	5	4	4.6	.08
	5	5	5	5	5	5	5.0	.08
	6	4	4	5	3	5	4.2	.07
	7	5	5	5	5	5	5.0	.08
	8	5	5	5	5	5	5.0	.08
	9	4	4	5	4	4	4.2	.07
	10	5	4	5	5	5	4.6	.08
	11	5	5	4	5	3	4.4	.07
	12	2	2	5	4	4	3.2	.05

School 5 which began at the top rating (.08) remained at that level. Schools 1,4,7,8, and 10, listed "above average" on the pre-evaluation rose to the "excellent" rating (.08). The ratings from pre- to post did not change at Schools 2 (.06), 6 (.07), 11 (.07) and 12 (.05). Schools 3 and 9 gained .01 but remained in the "above average" classification.

No schools rated lower at the end of the term than at the beginning.

All teachers at the centers which evidenced growth and those which retained their high ratings are to be complimented, as are the director and the supervisory staff which used the instrument so objectively and efficiently.

Decrease of Vandalism

Again, as in the summer of 1972 and 1973, the Police Department reported that vandalism in the neighborhoods surrounding the centers had decreased during the seven-week project term from the seven-week period that preceded it. Other projects serving in these locations must also receive credit, but this project served more than five times the number of students as did the other projects. Also, the activities in H.P.R. appealed to many of the children--especially the ones who were not served by the remedial projects--who were in the greatest need of having their energies channeled into productive activities.

Discipline

Staff members, as well as students, had firm lines drawn for their behavior; no smoking, no "rough talk," obedience to all rules both at centers and places visited, etc. This was necessary in such a large and varied program with a diverse staff and pupils.

The ready compliance with this structure is strongly indicative that rules will be accepted when they make sense in situations and when enforced by those who also follow them.

RECOMMENDATIONS

Only two recommendations are made by the department for this exemplary project, and the first one concerns an area over which the project has little control:

(1) Regardless of any necessity in the future to cut summer funds that this project, in a disadvantaged area with practically no opportunities available to the young for either work or wholesome supervised activties, be retained; the children learn and enjoy, and the employed youth earn and enjoy; and

(2) A recommendation the department is certain has already occurred to both the director and the supervisor: when new staff is needed in any of the regular physical education programs or 3V or when any staff member is to be replaced, to choose a teacher from the new teachers rated "best" in H.P.R.

RE-ENTRY

Lincoln High School
1211 Bond Avenue
Phone: 618-875-6400

Mrs. Alfrenia Hampton, Principal-Director

RE-ENTRY

(Night High School for "Drop Outs" Between 16 and 21, inc.)

Time: 12 months; 5 sessions, 8 weeks each.

Number of Poverty Level Students: 340

Number of Schools Last Attended: 4

2 Junior Highs: Rock and Hughes-Quinn

2 Senior Highs: East Side and Lincoln

Staff:

Full-time	Part-time
1 Principal	24 Teachers
1 Registrar	3 Counselors
1 Social Worker	1 Nurse
1 Librarian	3 Clerks
1 Library Aide	2 Cooks
1 Security Guard	1 Matron
	1 Custodian

Inservice:

One half hour, 2 times monthly, all staff's problems and solutions.

First week of each quarter, 1 evening, 4 hours each:

Quarter	Workshop
First	Teaching Techniques 1. Reading and English: Dr. Teresa Love, S.I.U.E. 2. Mathematics--Dr. Emil Jason, S.I.U.E. 3. Social Science--Dr. Dan Corbett, S.I.U.E. 4. Science--Mr. Aristotle Papapelis, S.I.U.C. 5. Career Education in Academics--Mr. LaVerne Crawford, O.S.P.I., Springfield Office.
Second	Roots--Dr. Carrie Dawson--Title I Director, Gary, Indiana.
Third	Behavioral Goals: Dr. Thomas R. Scott, Northern Illinois University.

Fourth — Freeing Human Potentials
Mrs. Helen Teer, Sociology Dept.,
St. Louis University.

Cost:

Term	Project	Per Pupil
Regular	$196,777	$578

OVERVIEW

Title I ESEA Program Guides Numbers 44 and 45A (Combined Reprint 1969)[1] states:

> The needs of children who have actually dropped out of the regular school program would also receive special attention...every effort should be made to provide special educational programs to meet those needs.

Approximately half of the students who enter the first grade in District 189 fail to be graduated from high school.[2] At the time of this report there are more than 3,624 dropouts between the ages of 16 and 21 residing within the boundaries of District 189.

Purpose of Project

The three related purposes of Re-Entry are to provide opportunities for junior or senior high "drop-outs" between the ages of 16 and 21 to: (1) acquire the educational skills necessary to "re-enter" the regular school program; (2) receive remedial help in basic subject areas if deficiencies exist so that the student can attend, successfully, Re-Entry classes to acquire needed high school credits; and (3) offer courses to students (who at the time of "dropping out" needed only a few credits in order to be graduated) so that the students will be able to meet the requirements for graduation from regular high school or Re-Entry.

Recruitment

Enrollment in Re-Entry is voluntary. Many pupils enrolled in Re-Entry after finding that the job market for those without high school diplomas was flooded. Other students were recruited by: (1) reviewing the school records for names of drop-outs, then contacting the ex-students by phone or in person; (2) contacting pupils on suspension from the regular schools; (3) reform school referrals of students returning to the area; (4) advertising in area newspapers; (5) recruiting at shopping centers and churches; and from (6) recommendations of friends who had attended Re-Entry. The area parochial high schools also were offered the project's services.

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[1] Title I ESEA Program Guides Number 44 and 45A (Combined Reprint, December 1969). U.S. Department of Health Education and Welfare, Office of Education; Washington, D.C.; p. 9.

[2] Mason (Cathryn) and Weber (Billy-Belle). Drop-Out Study: District 189; 1972.

Place of Service

In 1973-74 all five quarters of Re-Entry were held five days a week from 6 to 10 P.M. at Lincoln Senior High School. During the first four quarters of 1972-73, Re-Entry was held at the Lincoln Senior High, as in previous years. There had been a plan to phase-out Lincoln in 1973-74, so in the fifth quarter the program was operated at the East Side High School, 4900 State Street. The phasing-out of Lincoln after this experimental quarter was rescinded, as the students did not like attending the modern school both because it was not in the district in which the majority of them lived, and many found the cab or bus fare there and back prohibitive. Transportation recommended in the 1971-72 evaluation by this department had not been implemented.

Student Population

The average grade level of the students entering the project during the five quarters of 1973-74 was the eleventh. This is what could be expected since the legal "drop-out" age is 16; the tenth grade should have been completed by the majority of the 16 year old students because of the "social promotion" policy of the district.

In 1971-72, 50 percent of the students had left school after completing the tenth grade or during their junior year; this paralleled the findings of the Mason-Weber study previously mentioned. In 1972-73 the percentage of eleventh graders in the project dropped 8 percent, while the percentage reported for 1973-74 returned to 50. Thirty-one (31) students were married, 11 separated, 15 divorced, 2 widowed, and the remaining 281 were single. The sex composition of the population was 36 percent male, 64 percent female.

Inservice

Inservice is documented on the data page at the front of this section on Re-Entry.

Other Aspects

Personnel

The principal-director has a Master's Degree in Education and the Illinois Supervisory Certificate No. 75.

All teachers have valid Illinois Secondary Certificates in their fields of instruction; the counselors, social worker, librarian, and nurse have their appropriate certificates and/or qualifications. The non-certified employees are all qualified for their various duties. All personnel have worked within the Title I areas and are acquainted with the problems inherent in this segment of the district--problems which may have contributed significantly to the students "dropping out."

Except for the director-principal all the staff members are regular day school employees. Both this year and in 1972-73, each teacher was allowed to teach only one course a night (as recommended in 1971-72) since the department could not understand how a teacher working a full day and four hours every evening could adequately prepare for so heavy a load of work, and felt that these volunteer students deserved the best possible teaching.

Cafeteria

A cafeteria in the building was kept open for an hour before the evening session until past the 8 P.M. break, as many of the pupils arrived without eating. Only the cooks were paid from project funds. The food was served at cost, which was very low, as surplus federal foods were utilized. This department has eaten in the cafeteria on unannounced visitations and found the food palatable.

Parental Involvement

This is the second year in which a Parent-Advisory Committee has been organized. Seven (7) members started in the committee and all remained active through the entire year. In a project serving students who have been "out in the world" and who visualized themselves as adults, since many are parents with their own homes, the Parent-Advisory Committee was difficult to establish. Three (3) members of the committee were parent-students; others were interested community members. The committee elected one of its community members and one parent-student to the Program's Parent-Council.

Dissemination

Dissemination was of the same variety and quality as in other District 189 Title I projects and through a pamphlet documenting the school calendar, as well as through the evaluation and the graduation ceremony on the evening of August 1, 1974.

Supplementary Services

Because of the hours of its service, Re-Entry had its own nurse and counseling services. The Instructional Media, however, served the project by film offerings, etc., to the various classes, and by photographing its various activities.

PROJECT RE-ENTRY'S COMPONENTS

Diploma

A Re-Entry class, by which one high school credit may be acquired, is held for an intensive two hours, five days a week for eight weeks. There are five such eight-week sessions in the twelve-month school year. Class size is restricted (usually 12 to 15 students) so that individual attention can be provided. Each student may take two subjects a session, thus acquiring ten credits a year if he attends all five sessions. To receive a diploma from Project Re-Entry a student must have four units of English, two of Social Studies, one of Natural Science, one of Mathematics, and eight elective units acceptable at the regular area high schools. All of these basic courses are taught during each eight-week session. All courses offered are accepted on transcript by regular secondary schools in Illinois.

G.E.D.

The counselors do not recommend this route, as they believe the students should acquire the in-depth knowledge which can be attained only through the longer diploma route. No Re-Entry student worked for the G.E.D. either in 1972-73 or 1973-74.

Course Work

The same courses required at each high school grade level for graduation were repeated every quarter. In the second, fourth, and fifth quarters, at the senior level, another course, "Oral Communications" was added to the courses in Reading, Mathematics, Science, and Social Studies (given at every grade level, 9 through 12) making a total of 83 course offerings.

Remedial Course Work

All available course grades, as well as achievement and intelligence test scores, of the 1973-74 enrolling students were obtained and analyzed by the three (3) counselors, along with the information culled from the Student Information Sheet. The foregoing information not only furnished added necessary inputs for the counselors' understanding of the pupils' problems, but assisted the social worker when she made home visitations. After conferences, the counselors scheduled each student into one of two sections in Re-Entry: (1) regular, or (2) regular, with an hour a week of remedial instruction where its need was indicated by the screening.

Testing for Placement

As done by other high schools (regular or remedial), Re-Entry depends upon the use of written language skills. Language skills of target area students have been constantly documented as deficient for school success at levels demanding written abilities or in jobs requiring such skills even to apply for employment.[3] This deficiency was so evident as to alert local educators even at the elementary level, that, as documented in the Evaluation of Speak in 1972-73, a pilot study of written language needs was incorporated in a junior high school Speak class. In 1973-74, this written component became an essential part of Project Speak's work at all grade levels.

STATISTICAL ANALYSIS AND INTERPRETATION OF DATA

No control groups were available; to obtain "drop-outs" for controls would have necessitated: (1) the use of a group of those who had no desire to come to school would not have been homogeneous with the Re-Entry group; or (2) the use of some students in the program, which would have invalidated the purpose of the program. Therefore, the following results are based only upon data of Project Re-Entry students.

California Achievement Test, Advanced Version, Form Y[4]

California Language Sub-Section

As each student enrolled, he was to be given the California Achievement Tests, Language Sub-Section, Advanced Version, Form Y, 1957 Edition. This

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[3] Martha Fuhrmann, Ph.D., and James King, Study of Written Language Abilities of E.H.E. Students, Experiment in Higher Education, S.I.U.E., East St. Louis, Ill., 1970; Cathryn Mason, Ph.D., and Billy-Belle Weber, Ph.D. Drop-Out Study, District 189, East. St. Louis, Ill. Counseling and Guidance Department, Board of Education, 240 North Sixth Street, East St. Louis, Ill., 62201; Theodore Nichols, Test Results in Title I and Non-Title I Schools for School Year 1971-72, and Test Results in Title I and Non-Title I Schools for School Year 1972-73. Testing Department, 240 North Sixth Street, Board of Education, East St. Louis, Ill., 62201; and from studies made under the direction of the Federal Research and Evaluation Department, 902 King Drive, 62201: Background Information for State of Illinois Visitation of District 189, March 10, 1972; District 189 Indigent and Needs Surveys, May, 1972; District 189 Indigent and Needs Surveys, March, 1973; and Evaluation Report E.S.E.A. Title I: 1971-72, September, 1972, and the Evaluation Report E.S.E.A. Title I: 1972-73, September, 1973.

[4] Ernest W. Tiegs, and Willis W. Clark. California Achievement Tests, 1957 Edition: California Test Bureau, Del Monte Research Park, Monterey, California; 1963 Norms, 1966 Printing.

section was used to ascertain the need for remedial academic language work in Re-Entry. Of the 161 students (47 percent of the enrollment) taking this section of the California, 87 (75 percent) scored below high school level. These students were given special remedial help.

By the end of a quarter each student was posttested. The $\bar{X}$ grade level scores had risen from 8.84 to 9.01, a gain of 1.7 months. Of the 87 who scored below the high school level on the pre-test, 38 (44 percent) scored within the high school level at posttest time.

California Mathematics Sub-Section

Thirty-six (36) students who entered basic mathematics were pre-and posttested on the same version of the California Mathematics Sub-Section. The pre-test $\bar{X}$ grade level score was 7.82 and the posttest $\bar{X}$ was 8.08, a gain of 2.6 months. All students scored below the high school grade level on the pre-test; by posttest time two (2) scored at high school level, and seven (7) more were within one month of it.

Iowa Test of Educational Development[5]

Social Studies Sub-Section

One hundred-seventy-five (175) students or 52 percent of the total year's enrollment were tested on the Social Studies Sub-Section of the I.T.E.D. The group's pre-test $\bar{X}$ was 68.10 and its posttest $\bar{X}$ at the end of the quarter was 71.58, a $\bar{X}$ gain of 3.48. At pre-test time 98 (56 percent) of the students scored above 70; at posttest time 116 (66 percent) scored above 70. (See comment concerning the Iowa in Recommendations.

General Science and Biology Sub-Section

Fifty (50) students who had not previously passed high school sciences were pre-posttested within a quarter. The pre-test $\bar{X}$ raw score was 60.9 and the posttest $\bar{X}$ was 62.02, or a $\bar{X}$ gain of 1.12. At pre-test time 12 students scored above 70, and on the posttest 71. (See comment concerning the Iowa in Recommendations.)

Slosson Oral Reading Test (S.O.R.T.)[6]

The S.O.R.T. was administered to students upon entrance and at the end of the first quarter of their attendance to assess each student's word

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5 E.F. Lindquist and Leonard S. Feldt. The Iowa Tests of Educational Development. Science Research Associates, Inc., 259 East Erie Street; 1942 (1962 Edition).

6 Richard L. Slosson. Slosson Oral Reading Test. Slosson Educational Publications. 140 Pine Street, East Aurora, New York; 1963.

recognition ability. This individual test has a zero base and takes only five minutes to give and score. It provides an assessment of a student's grade level ability to recognize words.

Of the 177 students (52 percent of the enrollment) pre-tested on the S.O.R.T. 45 (25 percent) scored at the accepted high school "word recognition" level. Forty-two (42) of the 177 had dropped out before posttest time, leaving 135 on which posttest assessments were available. Of these 135, 39 (28 percent) scored at the high school "word recognition" level.

Because of the large number of "drops" the use of this instrument was most valuable to discover which students needed extra word recognition skills to be able to work more easily in the book-oriented high school curriculum.

As I See Me

As I See Me,[7] a ten minute "criterion-reference" individual self-assessment of self-concept, was used to assess the change in self-concept which occurred during attendance at Re-Entry. This, as all other pre-post testings, was given at the beginning of the quarter when the student entered and at the end of his first quarter. One hundred seventy three (173, or 51 percent) had pre-posttest scores, Table 1 reports the results of the analysis by Student's t Related of the gains made in self-concept as documented by the As I See Me test data.

TABLE 1
RESULTS OF THE t TEST OF SIGNIFICANCE ON
AS I SEE ME PRE- AND POSTTEST MEANS

N	Mean Pre	Mean Post	Mean Gain	d.f.	t	Level of Significance
173	14.50	16.74	2.24	172	1.77	.05

Based upon the above documentation it would appear that the psychological effects on the students of progressing toward high school graduation at Re-Entry was a significant variable in their increased positive self-concepts.

SUMMARY

General Objectives

The general objectives of the project were to offer the supportive assistance necessary to have each student complete the course work which would

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[7] B.-B. Weber. As I See Me. Title I. ESEA-District 139, 902 King Blvd., East St. Louis, Ill.; Revised 1973.

either allow him to be reinstated in the regular day school, or, if it were impossible for him to attend day school, to acquire credits toward Re-Entry graduation.

Specific Behavioral Objectives

(1) At least 80 percent of the courses in which the students enroll will be passed;

(2) Of the 20 percent of the courses which may not be passed, 90 percent will be repeated;

(3) Fifty (50) percent of all students entering as seniors will be graduated within the year;

(4) Attendance at Re-Entry will significantly raise the mean self-concept level of the students. Student's t statistical assessment will be made of the raw score gains made by Re-Entry students on As I See Me upon entering and leaving the project;

(5) As assessed by pre-posttesting on California Achievement Test (9-12 level) at the entrance and at the end of the four quarters of attendance (equivalent to one regular nine-month year of school), the Re-Entry students will make a statistically significant gain at the .05 level on the Total Reading, Language, and Mathematics Sub-Sections.

As there were so many students who entered for a quarter, dropped a quarter, then returned to Re-Entry, it was not safe to assume all students would be present at the end of four quarters, so Re-Entry decided to assess at the end of the quarter. As there were never more than two and a half months available between these testings, valid statistical analysis was not possible. (See Recommendations).

The above behavioral goals in 1973-74 were selected to satisfy the designated objectives of the project: to have the students complete high school either at Re-Entry or by returning to the day school with sufficient credits to be accepted back in the regular district program.

Behavioral Goal #1

Of the 340 students who enrolled, 93 (27 percent) dropped out before completing a course. Of the 247 students who remained, the average number of courses attempted during the year was 7 (19 percent above 1972-73). Forty-four (44, or 18 percent) of the students remaining failed a total of 66 courses, or an average of 1.5 course offerings per pupil. If only those who stayed in the courses are considered, the goal of 80 percent passing was met, as 82 percent did. If the students who dropped out are considered as "failing", it was not met as 137 (40 percent) did not pass.

Behavioral Goal #2

Sixty-six courses were "Failed" in the five quarters. Twenty-one (21) of these were during the fifth quarter. Since the 1974-75 school year had not begun at the time of this writing, there was no documentation available concerning how many of these 21 "Failed" courses will be repeated, but of the 45 remaining all were repeated. Behavioral Goal #2 was met with those upon whom documentation was available.

Behavioral Goal #3

Re-Entry Graduation. One hundred twenty-two (122, or 36 percent of the total enrollment) were classified as seniors in September, 1973: of these, 65 (53 percent) were graduated from Re-Entry. The third behavioral goal was met.

One unobtrusive evaluation concerns the graduation on August 1, 1974. The graduation was held in the Teachers Local 1220 Union Hall, with over 400 in attendance. The graduates (46 females, 19 males) were robed. The ceremony was one of the most dignified, restrained and impressive the evaluator ever attended. The music was superb and the speeches not only to the point, but, what is even more appreciated, none exceeded more than two minutes in length. A "punch and cookies" party was held afterwards. A small combo played for a well supervised dance. The pride of the graduates, the faculty, and all others attending was evident in the complete, courteous, and interested attention during the entire evening.

Behavioral Goal #4

Behavioral Goal #4, "to significantly raise the self-concepts of the students...," was met by the 51 percent of the student body assessed.

RECOMMENDATIONS

Much of what is to be recommended has improved considerably this last year (1973-74) during which the principal-director was relieved of the added responsibility of the Adult Education Program, which was transferred to the State Community College. The Re-Entry students are now working within their own peer group, sharing similar problems and desires. Also, the qualified teachers recruited from the regular school staffs each are allowed to teach but one course a quarter so that they are not too overburdened to give their best in helping these students who voluntarily are trying again.

Based upon the documentation presented, this department recommends: (1) Again, that every student's records be kept and that they be turned into this office at the end of each quarter. Records on students in this project, which has students "dropping out" at the end of a quarter to return two quarters later, are most difficult to keep, but must be. These records should include for each student:

(a) Grade level and name of each course, if "passed" or "failed," and if this course is a "repeat";

(b) California Advanced, Language Sub-Section, 1970 Version, with the sub-section's total grade recorded, be given only on entrance to the project, and grade listed: this will assess where a student needs, and should be given, any remedial help in the Language Arts area. At this level the Language Sub-Section which involves reading ability of the same grade level, can be used to assess a general reading level of a student, as in the written language, reading and language are highly correlated. This test can be machine scored. With the above, the Iowa should be dropped. The Iowa is one of the most valid high school level testing instruments available but requires too much time to give within the short quarter--there are some sections which take four hours to give. Also, science, mathematics, and social science students must have "passed" certain courses to take another field requirement in order to be graduated;

(c) Both the Slosson[8] and the S.O.R.T. entrance scores be obtained and used to adjust teaching methods and to see where remedial work is needed to help the student progress successfully, the use of the Slosson was recommended last year. The Slosson will provide teachers with a rough estimate of a student's performance expectancy, and the use of the S.O.R.T. is valuable as it gives a zero-based estimate of a student's "word recognition" level and is a check on a low California Language Sub-Section score since the California is not zero-based, stopping at 5.0 in the advanced level test. These two individual tests--best given by counselors but can be given by teachers--have high validity coefficients, and together take no more than fifteen minutes to give and grade; and

(d) The entrance test score on As I See Me, a ten minute group test, and its score at the end of one quarter be recorded for each student so as to ascertain if attendance at Re-Entry has been a contributing variable in helping to raise the mean self-concept level of the group.

Because of the insights these entrance tests can give to teachers, the employment of another counselor to help in this area is recommended.

(2) That the one hour a week of basic remedial instruction be compulsory for all students who score below grade level in reading or language on the California.

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[8] Richard L. Slosson, Slosson Intelligence Test (SIT)., Slosson Educational Publications, 140 Pine Street, East Aurora, New York 1971 Edition.

(3) As in previous years, that teaching be strictly monitored as this is the "last chance" for many students; if teaching is below par students will not wish to continue attempting to acquire the education necessary to open doors of employment or further schooling and, therefore, will not be prepared for either opportunity.

SPEAK

(Remedial Language)

902 King Drive
Phone: 618-874-4300/1

Mrs. Lillian A. Parks, Director

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SPEAK

(Remedial Language Program)

Time: Regular and Summer Terms.

Eligible Title I Students Served:

Number Enrolled:

Regular:	1,216
Summer:	322

Source:	Public		Parochial	
Elementary:	842		120	
Junior High:	212		42	
	1,054	+	162	= 1,216

Number of Title I Schools Served:

Regular:	28
Summer:	20

Staff:

1 Director
28 Oral Language Teachers
1 Clerk
1 Travelab Aide
4 Media Technicians
1 Counselor
1 Auxiliary Aide
2 Health Nurses
2 Health Technicians

Inservice:

Ten days at beginning of regular school in specific techniques: training for new teachers, refresher for old.

Regular inservice second Monday each month.

Pat Geohe, consultant from S.I.U. in "New Materials and Methods in Language Arts."

Troy Cole, consultant for "Imagination Development."

Staff attended workshop on "Language Master Uses" in Cahokia, Illinois, presented by W. Shiller & Co.

Staff attended workshop on "Learning Packets" in St. Louis presented by Educational Consulting Associates.

Cost:

Term	Project	Per Pupil
Regular	$474,730	$390.40
Summer	30,485	94.67
Total	$505,215	

OVERVIEW

Twenty-three (23) Title I elementary schools and two junior high schools (Rock and Hughes-Quinn), as well as three (3) parochial schools situated in the target area were served by Project Speak in 1973-74.

Selection Criteria

School District Screening

First, second, third, and fourth grade students were accepted on referrals from home-room teachers. Referrals were made if a child evidenced below grade abilities in standard English, both oral and written. For the fourth through seventh grades, a score of from six months to two years behind grade level on the 1957 Edition of the California Achievement Test, Language Sub-Section Total[1] was added to home-room screening. Though Project Speak began as an oral language project, which remains its main thrust since linguistic deficiencies are a primary barrier in both social and vocational areas, a written component, based upon documentation of its need,[2] began with a pilot writing program in 1972-73. Following the recommendation from this department in the 1972-73 Evaluation Report, appropriate written instruction in the basics of writing English was incorporated at every grade level.

Project Screening

From pupils referred by the District 189 Title I schools, students were further screened by use of the Project Speak Test for the appropriate grade level. As recommended by this department in the 1972-73 Evaluation Report, each grade level Project Speak Test was identical in all schools, not different at each school. Also, to minimize the number of tests administered (as recommended in the 1972-73 evaluation), components assessed by two other written language tests[3] were incorporated in this

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1 Ernest W. Tiegs and Willis W. Clark. California Achievement Tests, California Test Bureau, Del Monte Research Park, Monterey, California; 1957 Edition, 1963 Norms, 1966 Printing.

2 Billy-Belle Weber. District 189 Title I, 89-10 Needs Re-Assessment. 902 King Blvd., E. St. Louis, Illinois; 1973.

Martha Fuhrmann, et.al. Report on Written Abilities of E.H.E. Students; S.I.U.E., East St. Louis, Illinois; 1970.

3 (1) Kenneth Johnson. Communication: Non-Standard Negro Dialect and Its Effect on Learning. Bell and Howell Co., Chicago, Illinois; 1972.
(2) James J. McCarthy and Samuel Kirk. Illinois Test of Psycholinguistic Abilities. University of Illinois; 1973.

criterion-reference test. A student scoring below 70 percent on his grade level P.S.T. was accepted. At the second through fourth grade levels wherever the Gates-MacGinitie Tests[4] scores were available, and from fifth through seventh grades wherever C.A.T. (1957 version given in May, 1973) scores could be obtained, collaborating documentation for the need in the written language arts area was gathered. Slosson (S.I.T.)[5] scores by previous project testing or Project Conquest were obtained for 388, or 40 percent of the 973 project students involved in the preliminary analysis; of the 475 controls, there were 57 (12 percent) S.I.T.[6] scores. S.I.T. scores are not used to choose students but to further document their capacities to learn.

Schools Served

Public Schools

Group sessions, based on the Title I accepted 6 to 1 pupil-teacher ratio for remedial pupils, were held for 30 minutes, two to three times weekly.

Various activities--choral speaking, plays, recording and listening to one's voice, vocabulary games, rhythmic activities, etc.--were used at the different locations, according to the pupil evidenced oral and written language needs. Individualized instruction was used where a child's needs were not those which could be served through group participation.

Project Speak must deal with a variable which can be both a help or a detriment to its services: speech is highly imitative. Many children can overcome an individual speech deficiency working in a group. The negative aspect of speech imitation occurs when a child returns to his home-room. If the speech of his peers is not correct and he hears this constantly he will lose what he has gained far more easily than would a pupil being remediated in reading or mathematics. Because of this, follow-up work with Project Speak students in their home classrooms and through co-curricular activities such as speech contests and plays is an integral part of the project's curriculum.

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[4] Authur L. Gates and MacGinitie. Gates-MacGinitie Reading Tests: Teachers College Press, Teachers College, Columbia Press, New York; 1965.

[5] Project Conquest this year tested all its students; as Conquest has the unduplicated count for the program, students in Speak who were in Conquest need not be tested in Speak.

[6] Richard L. Slosson: Slosson Intelligence Test (S.I.T.): Slosson Educational Publications, 140 Pine Street, East Aurora, New York; 1971 Edition.

Parochial Schools

Project Speak served third through eighth grade students at three (3) elementary parochial schools within the Title I target area two or three times weekly in a thoroughly equipped mobile speech and hearing Travelab (purchased in the 1971-72 school year) so that the private schools could be served on public school "grounds." The Travelab is divided into two-sound-proof compartments, one for diagnosis of hearing and speech deficiencies and one for the same program offered to the public schools. The children evidencing the need of speech and hearing assistance above that which could be given by the pathologist were referred to the School Health Program for referral to other appropriate resources.

The Speech therapy was requested by the parochial schools as their teachers documented articulation problems as a primary need.

Title I may offer a particular service within a program which satisfies a need different than that of the public schools, as long as it is within Title I guidelines.[7] Parochial schools participated in all co-curricular activities on an equally offered basis.

PROJECT SPEAK'S COMPONENTS

Taping

Although Project Speak's emphasis in previous years was predominantly upon oral language remediation, there was no oral language assessment except through contests and plays--the excellence of which has never been disputed, but which did not assess each individual's oral language remediation. Such assessment is extremely difficult, but "indications" of oral language remediation can be made.

Therefore, in 1972-73 Project Speak randomly assessed its pupils' oral speech faults by taping segments of free conversations. Two major areas of concern surfaced: (1) noun-verb agreement, and (2) failure to finish enunciating a word or the substitution of a non-Standard English ending. Prevalent verb difficulties were: (1) omission of "to be," (2) the use of the third person singular of regular verbs instead of the plural form, and (3) the incorrect usage of "is-are," "was-were," and "have-has." Ending enunciation problems were "-th," "-s," "-r," "ing," "-ed."

With this taped documentation of need available, a criterion-reference taping test was designed. From the Peabody Kit[8] four pictures of general

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[7] Title 45, Part 116 of the Code Federal Regulations, U.S. Dept. of H.E.W.

[8] Lloyd M. Dunn. Peabody Picture Vocabulary Test. American Guidance, Inc.: 720 Washington Ave., S.E., Minneapolis 4, Minn.; 1959.

interest to students in grades 3 through 6 were selected, shown to the children who were asked to say what was happening in the picture, and their responses taped. Though students were allowed to talk as long as they wished, at the end of the two minutes the taping was stopped.

Posttesting was done at two randomly selected Title I elementary schools where 37 third through sixth grade Project Speak students and 30 controls were involved.

Plays

Each Spring Project Speak presents a play of near-professional excellence with selected students from its junior high participants and from previous project students. This Spring the production was a modern musical version of "Joseph and His Amazing Technicolor Dreamcoat." Over 5,000 students attended. The St. Louis CBS station, KMOX-TV, transmitted excerpts of the play and interviewed both the project and play directors. Again teacher [illegible]A's excellent direction, control, and imagination were evidenced as always.

This department recognizes the importance of such ambitious plays as "Joseph" as excellent ways to exhibit the best products of Speak and to sustain ex-Speak students' interest in retaining the speech improvements they gained in the project. However, the department recommended that plays should also be used with those students whose capabilities and/or speech abilities are much lower. The students who are rated lower are in as much--or maybe more--need of this training and opportunity for public performance. To satisfy this recommendation, on a pilot basis, seven "Groups of Ten" whose pupils rated very low not only on the P.S.T. pre-testing, but also on the S.I.T., were given the opportunity to perform in short plays and "pieces" before their school groups and at the Parent Award Day. P.S.T. gains made by these students were assessed and will be reported in the "Statistical Analysis" section of this evaluation.

Project Speak Clubs

Project Speak Clubs were sponsored at every grade level as a "follow-up" of the students who had been previously enrolled in Speak.

Field Trips

Field trips were made to various places where the need of good speech was emphasized by its use. Some of the places attended were: Fontbonne Children's Theatre, Southern Illinois University Children's Theatre, KMOX Radio and T.V., Fox Theatre, Municipal Opera (for backstage rehearsal), American Theatre, Belleville West Children's Theater, and the Bell Telephone Company.

Summer School

During the first two weeks of Summer School the revised editions of the P.S.T. for each level were tested on the pupils. Adjustments were made where items were misunderstood.

The remainder of the summer school period was used for remediation work in the language skills on a regular two hours per day basis.

Other Aspects

Professional Development

One of the strengths of Project Speak since its inception has been its well-trained staff of speech majors whose specific strengths are observed, then well-used. The director does not retain a teacher in the project if his work is not up to expectations.

The director and ten teachers attended courses at Saint Louis and Southern Illinois Universities. Two of the teachers attended Language Arts courses at the director's specific request.

Parental Involvement

As in all previous years parental involvement was as strong as the co-curricular activities--contests, plays, field trips, etc.--and were activities the parents enjoyed and in which they could work pleasantly with their children.

The Parent Handbook, the Project Speak Slide Story, and the Parent Workshops were effective methods of informing the parents of the work of the project, and in obtaining the necessary cooperation at home, so that the Speak gains made by the project were not lost. Reports of children's progress were sent to parents periodically.

Twenty-two parents were members of the Parent Advisory Council.

Demonstrations of oral language lessons were presented by oral language teachers. Parents asked questions and participated in the oral language lessons. On May 24, 1973, at a Title I area church, a Parent Award Day, which the evaluator attended, was held. "Special Ten" students demonstrated their speech abilities, and in no way were they identified as children from the lowest group in Speak. Awards based upon the number of volunteer hours each had spent in Speak, were given to 12 parents.

Honors

The Illinois School Association Speech Festival

The Speech Festival was held March 3, 1974, at a Title I school, Lilly-Freeman, with over 400 students from ten school districts participating. Area college Language Arts teachers served as judges. Teacher 27A managed the contest and all project staff worked in some capacity. Project students participating had competed within their own schools to enter the contest. Of the 133 first prizes awarded for individual and choral competitions 52 (39 percent) were Project Speak students; of 183 second prize awards 95 (52 percent) were project students.

Other contests in which Speak students won first or second ratings included the Optimist's contest, New Salem Baptist contest, and Elks State contests.

Dissemination

In addition to contests, plays, and TV coverage, the project's activities were disseminated through the parent handbook, project slide story, all local newspapers, and the evaluations from this department.

Contribution to Research Studies

Project Speak contributed to the "Self-Concept" study of the full Title I program participants.

Supportive Services

Health Service

All pre-school, elementary, and junior high Speak pupils in the public and parochial schools listed in its "unduplicated count" received the School Health's screening, referral, and follow-up services.

Counseling and Guidance

As speech and emotional problems are often circular in nature, home-room teachers reported any obvious need of counseling when referring a child to Speak, as did the project teachers. This service was available to any program child, duplicated or unduplicated, not already served in another project.

Instructional Media Service

Project Speak made extensive use of the Media Service by the taping of children's voices, photographing of events, use of language pictures, etc.

PRELIMINARY ANALYSIS OF PRE-TEST DATA

The preliminary analysis of the selection test scores was done for every project to ascertain if the students chosen were those in need of remediation and if the control groups were comparable to the project groups in the abilities assessed by the test. Table 1 (public school students) and Table 2 (parochial) which follow report the number of project and control students at each grade level, and the $\bar{X}$s and S.D.s of each group on each test given. All $\bar{X}$s and S.D.s in each group were at the acceptable level and project and control group $\bar{X}$s were comparable. A larger number of S.I.T.s would have made the documentation on that test more representative of the project population.

No "controls" were reported for the parochial school testings either in the preliminary or final statistical analysis.

TABLE 1
PRELIMINARY ANALYSIS OF DATA FOR PROJECT SPEAK:
PRE-TEST MEANS AND STANDARD DEVIATIONS
FOR PROJECT AND CONTROL GROUPS
IN PUBLIC SCHOOLS

	Slosson			Gates-MacGinitie			P.S.T.		
Grade Level	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.
				Scored on Grade Level			Raw Score: 50 Top Score		
1st Grade:									
Project	4	91.8	8.2	*	*	*	21	23.90	6.30
Controls	2	78.0	1.0	*	*	*	8	21.67	7.20
2nd Grade:									
Project	22	85.9	12.6	45	1.77	.34	53	31.50	4.00
Controls	0	0	0	26	2.08	.53	26	35.00	5.56
3rd Grade:									
Project	33	86.1	12.2	71	2.23	.65	84	28.31	4.00
Controls	7	91.0	12.4	36	2.19	.82	42	29.38	8.18
4th Grade:									
Project	101	86.4	10.2	168	2.84	1.06	190	31.18	4.20
Controls	11	83.9	7.1	76	3.01	1.06	89	36.79	3.40
				C.A.T.					
5th Grade:									
Project	112	84.6	11.9	176	3.77	.66	208	27.77	5.40
Controls	23	82.3	10.4	99	3.82	.67	106	25.68	4.70
6th Grade:									
Project	116	82.3	12.9	180	4.35	.69	203	30.93	4.47
Controls	14	83.4	6.9	98	4.27	.77	105	30.77	4.90
7th Grade:									
Project	-	-	-	27	5.18	.62	85	30.00	6.90
Controls	-	-	-	26	5.32	.69	48	26.80	5.30
8th Grade									
Project	-	-	-	-	-	-	47	21.40	11.10
Controls	-	-	-	-	-	-	19	21.50	13.00
9th Grade:									
Project	-	-	-	-	-	-	82	31.20	5.60
Controls	-	-	-	-	-	-	32	30.20	13.20

*Not Available

TABLE 2
PRELIMINARY ANALYSIS OF DATA FOR PROJECT SPEAK:
PRE-TEST MEANS AND STANDARD DEVIATIONS
FOR PROJECT GROUPS IN PAROCHIAL
SCHOOLS

Grade Level	Slosson			P.S.T.		
	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.
4th Grade: Speak	6	86.5	7.0	13	31.70	2.82
5th Grade: Speak	8	84.5	10.5	11	29.70	5.00
6th Grade: Speak	4	78.5	10.7	10	30.80	2.64

STATISTICAL ANALYSIS AND INTERPRETATION OF PRE-POSTTEST DATA

Number of Years In Project

The available documentation on the number of years students have been in the project is recorded in Table 3.

TABLE 3
YEAR IN WHICH PUPILS ARE PRESENTLY IN PROJECT SPEAK,
BY NUMBER OF PUPILS AND PERCENTS.
BASED UPON 1973-74 DATA

Grade Level	Year Pupil Is In Project								Total	
	1st Year		2nd Year		3rd Year		4th Year			
	N	%	N	%	N	%	N	%	N	%
Elementary										
1st	18	95	1	5					19	2.0
2nd	45	94	3	6					48	5.1
3rd	67	92	6	8					73	7.8
4th	166	81	38	18	2	1			206	21.8
5th	161	77	43	20	7	3			211	22.4
6th	147	71	49	24	9	4	1		206	21.8
Secondary										
7th	52	79	11	17	3	4			66	7.0
8th	35	85	5	12			1	3	41	4.5
9th	59	81	13	18	1	1			73	7.8
Number	750		169		22		2		943	
Percent of Total: 943		79.5		18.0		2.2		.2		100.0

Percentages are those considered correct for a remedial program. Only 22 (2.3 percent) of the students have been in the project three years, and, two eighth grade students (.2 percent), have been in four years.

Subjects Used In Analyses

Table 4 documents the number of subjects whose test scores were available for preliminary and final analysis of the Project Speak Test. Scores for pre-posttesting analysis were available for 86 percent of the public school Speak students, and 22 percent of the fourth, fifth and sixth grade parochial students.

TABLE 4
SUBJECTS USED IN THE PRELIMINARY AND FINAL
ANALYSES OF PROJECT SPEAK'S 1973-74 DATA

Grade Level	Ns Used In Preliminary Analysis		Ns Used In Final Analysis	
	Project	Controls	Project	Controls
	Public Elementary and Secondary			
1st	21	8	19	5
2nd	53	26	48	28
3rd	84	42	73	33
4th	190	89	192	87
5th	208	106	199	97
6th	203	105	196	99
7th	85	48	66	34
8th	47	19	41	19
9th	82	32	73	81
	973		907	
	Parochial Elementary			
4th	13	0	14	0
5th	11	0	12	0
6th	10	0	10	0
	34		36	
Total	1,007	475	943	433

Test Results

Project Speak Test (P.S.T.)

The Project Speak Test (P.S.T.) is constructed to assess the oral and written language gains made through its teaching of the specific language skills and knowledges which home-room teachers found particularly deficient in the children of the target area. The Standard English usages comprise the majority of the items on the three versions of the test--primary, elementary, and "above elementary." The P.S.T. versions are revised yearly to ensure their viability. This is the main project testing instrument as it is based on Speak's curriculum. All testings at the same grade levels are consistent. The pre-post gains on all Project Speak Tests were analyzed by Student's t, Independent Samples, for statistical significance of project gains above the gains made by the Controls. The results of this analysis are reported in Table 5 and contrasted in Figure 1.

For analysis of P.S.T. gains the public and parochial school students were combined, as the number involved from the parochial schools was so

small. Table 5 presents the results of the statistical analysis of the differences of the gains made by the project and comparable control groups. The behavioral goal which stated that the project pupils would make significant gains above those of their controls on the P.S.T. was more than met. Average raw score gains for the project group was 9.0 and for the controls 2.8 (based on total numbers).

Mean raw score gains made by the pupils of Speak teachers at each location are plotted on Figure 2.

TABLE 5
RESULTS OF t TEST OF SIGNIFICANCE ON AVERAGE RAW SCORE GAINS MADE BY PROJECT SPEAK PUPILS AND CONTROLS ON THE PROJECT SPEAK TESTS (P.S.T.).
BASED UPON 1973-74 DATA

Grade	Group	N	Pre-Test $\bar{X}$	Average Gain	d.f.	t	Level of Significance
1st	Project	19	23.21	16.00	22	2.04	.05
	Controls	5	21.67	5.20			
2nd	Project	48	31.50	9.69	74	4.89	.01
	Controls	28	35.00	4.36			
3rd	Project	73	28.31	11.43	104	1.78	.05
	Controls	33	29.38	2.55			
4th	Project	206	31.18	7.93	291	6.43	.01
	Controls	87	36.79	2.28			
5th	Project	211	27.77	8.82	306	6.58	.01
	Controls	97	25.68	3.07			
6th	Project	206	30.93	7.68	303	5.37	.01
	Controls	99	30.77	2.91			
7th	Project	66	30.00	10.40	98	6.19	.01
	Controls	34	26.28	2.97			
8th	Project	41	21.40	10.00	58	5.01	.01
	Controls	19	21.51	3.84			
9th	Project	73	31.20	9.38	102	6.57	.01
	Controls	31	30.20	1.10			

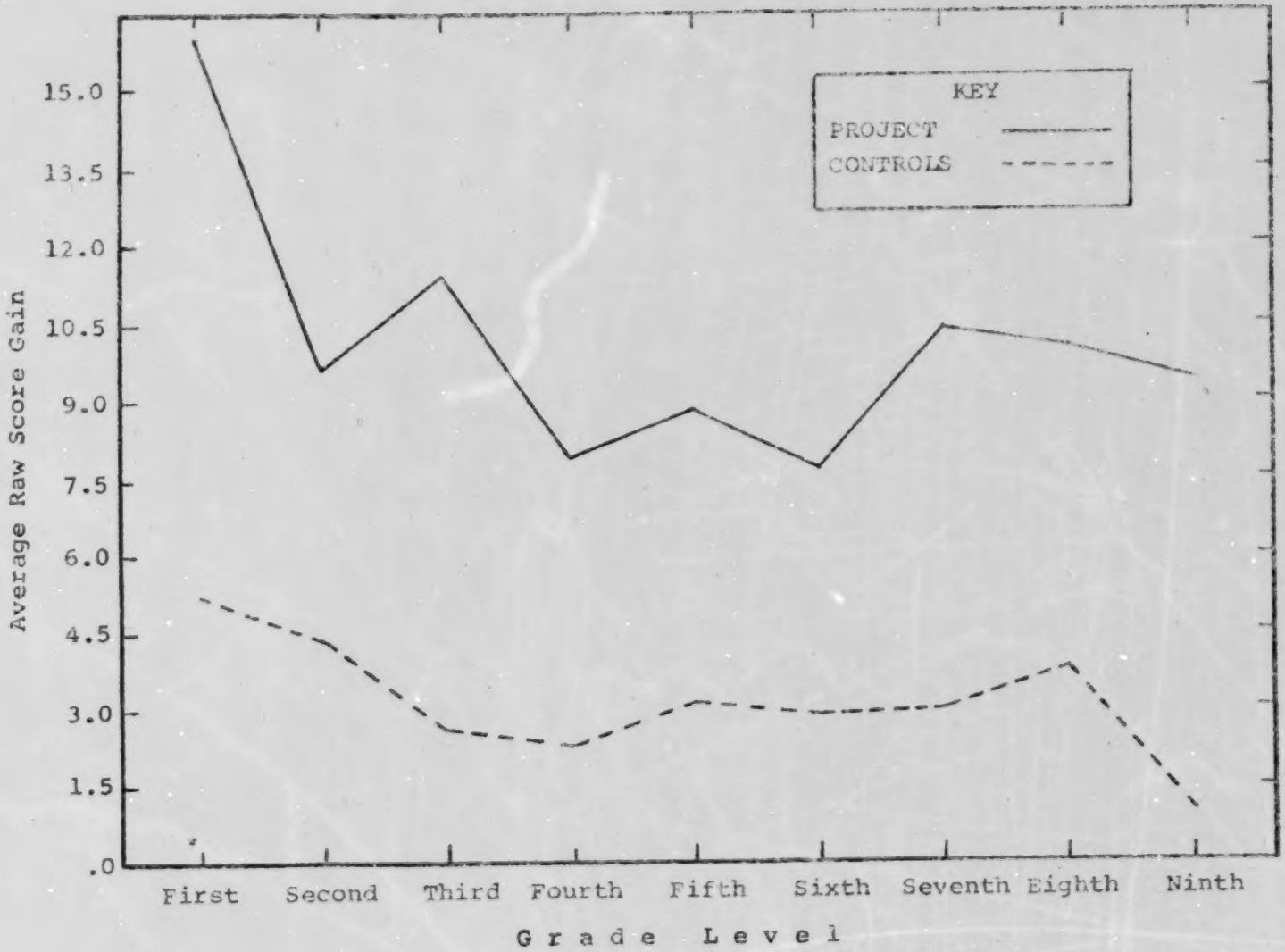

Fig. 1. Plot of Average Raw Score Gains Made Between Pre- and Posttesting On The P.S.T. For First Through Ninth Grade Pupils In Project Speak and Control Groups. Based Upon 1973-74 Data.

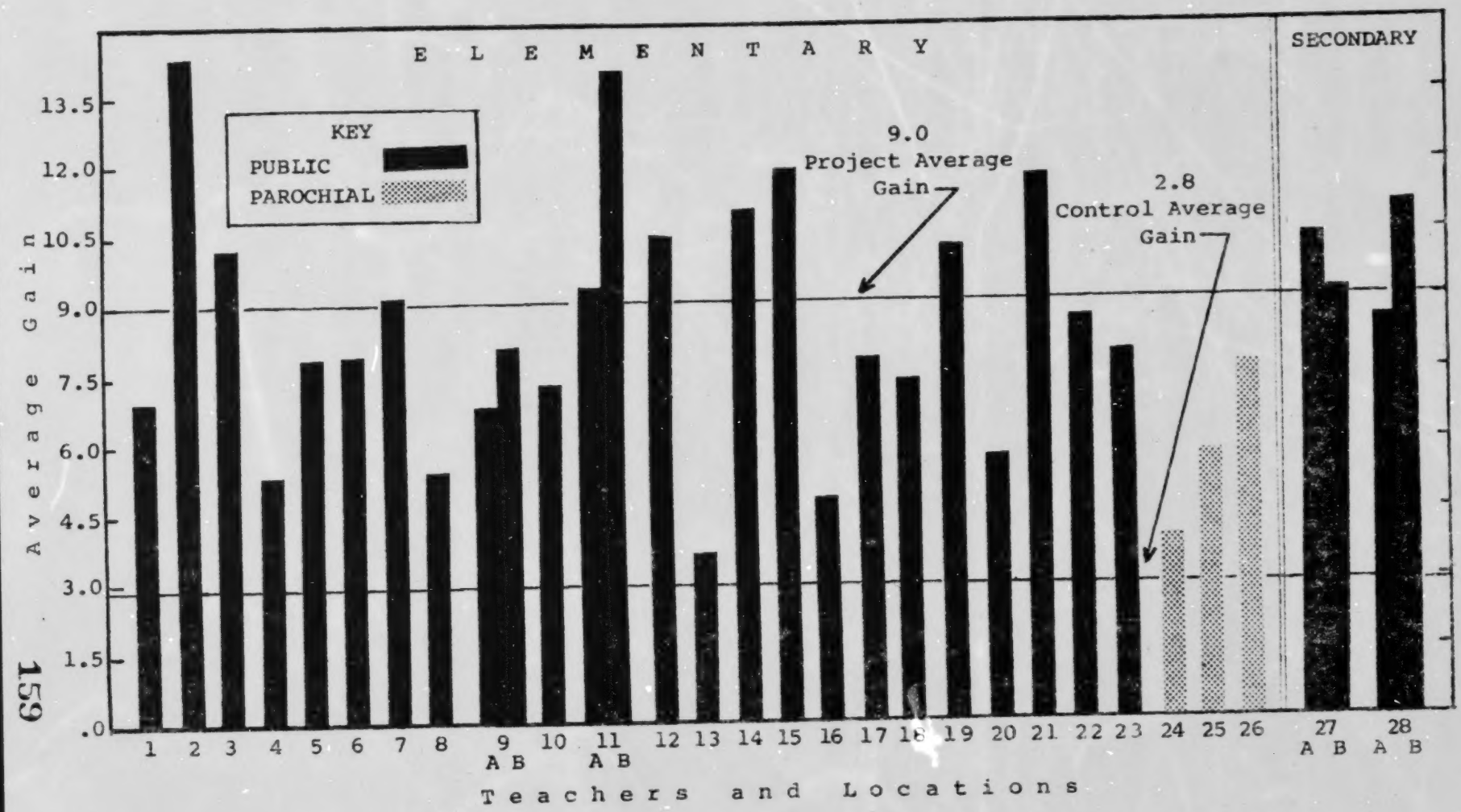

Fig. 2. Plot of Project Speak Pupils' Average Gains On The P.S.T., By Teachers and Locations. Based Upon 1973-74 Data.

The teachers at 2, 3, 7, 11A and B, 12, 14, 15, 19, 21, 27A and B and 28B are to be congratulated for their students' gains above that of the $\bar{X}$ for the project. Those with $\bar{X}$ gains which are near the $\bar{X}$ gain for the control group need both special help and monitoring.

District Achievement Testing

The posttest mean scores of the Project Speak students and controls on the district tests (Gates, grades 1 through 3, and California, grades 4 through 9) are reported in Table 6. Posttest scores of both the District 189 tests--Gates and the California--will be assessed as to the statistical significance of the May 1974 mean score differences of the project and control students at each grade level. As explained in every evaluation using the California, to ascertain the effect of the project's work upon the district achievement level, no "gains" can be assessed through comparing the previous year's May testing on the 1957 version of the California, so May 1970 means are compared. Next year, with both testings on the same version, gains can be assessed; $\bar{X}$ comparisons, however, are acceptable. These tests are valid only as an assessment of Speak's written component. At the second grade the Speak group made gains statistically significantly higher than those of the control group. At the sixth grade level the $\bar{X}$ of the Speak group was statistically significantly higher than that of the controls. At no other level was either group statistically significantly different though Speak's gains in six of the nine groups were higher than the means reported for the controls.

TABLE 6
GRADE LEVEL MEANS ON THE GATES-MAC GINITIE AND CALIFORNIA ACHIEVEMENT TEST, LANGUAGE SUB-SECTION, FOR PROJECT SPEAK AND CONTROL GROUPS. BASED UPON MAY 1974 TEST RESULTS.

Grade	Group	Posttest Mean	Difference Between Means	t	d.f.	Level of Significance
		Gates-MacGinitie				
1st	Project	2.11	-.09	.11	20	N.S.
	Controls	2.20				
2nd	Project	2.50	.34	2.45	54	.01
	Controls	2.16				
3rd	Project	2.79	.17	.23	90	N.S.
	Controls	2.62				
		California Achievement Test				
4th	Project	3.55	-.34	1.23	240	N.S.
	Controls	3.89				
5th	Project	3.66	-.22	.88	262	N.S.
	Controls	3.88				
6th	Project	4.30	.37	1.81	246	.05
	Controls	3.93				
7th	Project	4.67	.46	.87	88	N.S.
	Controls	4.21				
8th	Project	7.00	.61	1.39	51	N.S.
	Controls	6.39				
9th	Project	6.20	.89	1.48	71	N.S.
	Controls	5.31				

Taping Assessment

Table 7 lists the $\bar{X}$ and the S.D. of the number of mistakes made in each assessed category by project and control students at the end of the project year at each location.

TABLE 7
AVERAGE NUMBER OF MISTAKES MADE BY PROJECT PUPILS AND CONTROLS IN PRONUNCIATION OF WORD ENDINGS AND VERBS

	Endings Average Number of Mistakes Made				Verbs Average Number of Mistakes Made			
	Project		Controls		Project		Controls	
Teacher	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
17	5.88	2.41	13.00	2.14	2.88	1.61	5.43	2.49
21	4.71	2.50	12.44	4.17	1.67	2.35	1.33	1.05

The results of the analysis of these data by the t test are reported in Table 8.

At both locations the number of mistakes made in all categories were less for the project groups than for the controls. The reduction in the average number of mistakes made by project pupils was significant in word endings for both teachers. However, in the area of verb agreements significance was noted only for teacher 17.

TABLE 8
RESULTS OF t TEST OF SIGNIFICANCE APPLIED TO THE MEAN NUMBER OF MISTAKES MADE BY PROJECT PUPILS AND CONTROLS OF TEACHERS 17 AND 21

Teacher	Group	N	Average Number of Mistakes	Avg. Diff.	d.f.	t	Level of Significance
			Endings				
17	Project	16	5.88	7.12	28	8.28	.01
	Controls	14	13.00				
21	Project	21	4.71	7.73	35	6.78	.01
	Controls	16	12.44				
			Verbs				
17	Project	16	2.88	2.55	28	3.27	.01
	Controls	14	5.43				
21	Project	21	1.67	.21	35	.44	N.S.
	Controls	16	1.88				

"Groups of Ten" Assessment

The "Special Ten" groups was a pilot program established to involve those project students who have had little opportunity to be chosen for public appearance under normal circumstances. The selection criteria involved three variables: (1) teacher referral as a child who had difficulty speaking in front of an audience, (2) lower pre-test P.S.T. scores than the $\bar{X}$ for the project, and (3) I.Q. scores below 85. All three criteria were used except at location 18 (which had the largest P.S.T. pre-test $\bar{X}$) where selection was based upon teacher referrals.

The pre-post test gains on the P.S.T. of these groups were assessed by Students t Related (comparisons of same students' scores). All made significant mean gains at the .01 level, as is recorded in Table 9. Based upon these data this special involvement may be considered an important variable in the gains made by these pupils on the P.S.T.

TABLE 9
PROJECT SPEAK'S SPECIAL "GROUPS OF TEN" STUDY,
1973-74

Elementary and/or Jr. High School Teacher	Mean Slosson I.Q.	P.S.T. Means Pre-	Post	Avg. Gain	t	d.f.	Level of Significance
11(B)	80.0	28.4	42.0	13.6	10.00	9	.01
14	84.1	27.4	38.4	11.0	8.46	9	.01
17	78.3	28.1	36.7	8.6	6.41	9	.01
18	*	33.3	40.4	7.1	4.67	9	.01
21	78.5	32.0	42.7	10.7	9.72	7**	.01
22	82.3	29.5	35.9	6.4	4.16	9	.01
28(B)	*	22.8	35.5	12.7	7.88	9	.01

*Teacher referral
**Two students dropped.

As in most evaluations--and this case especially--subjective evaluations strongly support the objective evaluations. Both teachers at the home schools and those from the project involved in the study were overwhelmingly enthusiastic about the students' growth in confidence and ability to face an audience. The evaluators attended school performances, unannounced, and were equally impressed. At the Parent Award Day, these children were poised, and their performances were more than commendable.

The teachers at 11B, 14,17,18,21,22, and 28B had extra work by involving themselves in these pilot studies (Taping and Special Ten). Those at locations with one line under the numeral were in both studies, and those with two lines are also teachers whose students made exceptional P.S.T. gains. All involved are to be commended.

Production of Play

The teachers were all involved in the play, "Joseph...," which took many hours past the school day, extending over the weekends, and deserve commendation. The director (27A) is to be especially commended as is the accompanist (27B).

RECOMMENDATIONS

1. The first recommendation concerns using a standardized test along with the P.S.T. and the taping. Last year it was recommended that the numerous standardized tests be cut down and their components incorporated in the P.S.T. On re-reading this recommendation recently the evaluator understands why the director misinterpreted it to mean to eliminate these tests. However viable a criterion-reference test is, the use of a standardized test in addition to it is a good check on its validity. It is recommended that one standardized language arts test be used in addition to the P.S.T.

2. It is recommended that the field trips be only to places where speech is the predominant interest, and that scheduling be so that pupils at all locations attend all trips of their age interest.

3. It is recommended that the taping assessment be at all locations (project and control) at the end of the project year.

4. It is recommended that "Groups of Ten" be established at all locations, and from these groups be chosen the cast and workers for a public play comparable to the one given by the superior group of remedials. This need not be as long a play, but it should be public, of the same quality, and given the same work and publicity given the other play. The resulting gains--both in achievement and in self-confidence--of the students involved this year amply justify it. The results of the use of excellent teachers with remedial children of that level is further documented in the research study on I.Q.

5. It is recommended that where a child misses an evaluation test he should be given it as soon as possible. Percentages of children taking both pre- and posttests need to be higher.

6. It is recommended that increased emphasis upon the written component of Speak continue. The need of added instruction in written skills has been thoroughly documented in both this Evaluation Report and those from previous years.

7. Lastly, it is recommended that after consulting the Slosson Bank, Project Speak students, whose S.I.T. scores are not available, are tested immediately. Teachers can validly administer this test, if first taught how. The department is always available to teach any testing procedures.

PART II.

SUPPORTIVE SERVICES

PREFACE

Supportive Services

Three supportive services--Counseling/Guidance, Health, and Media--served the students of the various District Title I instructional projects. The following are the projects whose students received these supportive services:

Counseling/Guidance	Health	Media
Conquest	Conquest	Conquest
Countdown	Countdown	Countdown
Speak	Speak	Speak
3V	3V	3V
		Re-Entry*
		C.E.P.T.*

Upon request, services were also available to Early Childhood and Kindergarten Enrichment. To arrive at an accurate assessment of the cost of each project, the financing of these services and that of administration was apportioned to the instructional project according to the percentage of the services each used, based upon the project's unduplicated count of pupils. These services are integral parts of these projects and have no separate budgets. Services were available only to Title I program students by request of one of the instructional projects.

If a child received any specific individual service through a project in which he was listed in the unduplicated count and was a student in any other project, that student did not receive the same service through the other projects.

Community Relations, which is a part of Administration, coordinated the Parent Advisory Group efforts of all the projects and of the Title I Program, so is reported on in this section.

None of these "supportive services" were to be evaluated, per se, but the reports of their activities herein certainly provide definitive evaluations.

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*C.E.P.T. and Re-Entry have their own nurses and counselors. C.E.P.T.'s nurse also serves as a teacher of health education; Re-Entry's nurse is but a part-time evening employee, as are the majority of its staff.

COMMUNITY RELATIONS

(Part of Title I Administration)

The Rev. Mr. Mack Lemons, Coordinator

2901 Bond Avenue
Phone: 875-2840

All Title I Projects and Title I Program Served.

Personnel:

Certified	Non-Certified
1 Coordinator	1 Clerk

Cost: Included under Title I Administration Budget, is pro-rated to each project according to its number of non-duplicated students.

OVERVIEW

Introduction

The involvement of the community, especially the involvement of parents of Title I students, is mandated by Title I, E.S.E.A. Every Local Educational Agency (L.E.A.) must establish a system-wide council composed of parents from each Title I project and other interested adults to help plan, develop, and operate the local program.

Coordinator

The Coordinator has his B.S. in Education, and is presently studying at S.I.U.E. to acquire his M.S. in Counseling/Guidance, with a minor in Communication Skills.

Program Parent-Advisory Council

The main purpose behind the Program's Parent-Advisory Council is to bridge the gap between the project/school and the community, which is difficult in the target area as many of its people view the school as part of the "establishment" to be feared and avoided. To help remove this distance, parents must be involved in planning, approving, implementing and evaluating the programs.

Parent-Advisory Project Councils

Reporting on each individual project's Parent Advisory Council is in its evaluation.

Program Parent-Advisory Council

Each project Parent-Advisory group sent two representatives to the Program Council, which met monthly from Septmeber, 1973, through June, 1974, at the Title I office, 2901 Bond Avenue. Beside the twenty-seven (27) parents, two (2) public school teachers and two (2) parochial teachers, there were two (2) Re-Entry students who were also "project parents," as well as occasional community people who came along with the regular members. An average number of 14 members (70 percent) was in attendance at all meetings.

At the initial meeting, Mr. Floyd Ray, president during 1972-73, was re-elected. Thereafter, when only one Program Parent-Advisory member was needed at a Title I or regular school district meeting Mr. Ray represented the project parents. Slides concerning all projects' work were shown during this first meeting. At each monthly meeting a different project director attended to explain the rationale and design of his/her project, what could and could not be done under Title I, and to clarify the budgeting. This was done so that the council members could intelligently approve or disapprove the Title I program's renewal request in the

Spring of 1974 before it was sent to the State office; this local parental approval is mandated by federal law so that each program remains viable for the community it serves. Minutes of all meetings were mailed to the parent members and the directors of the Title I projects.

Members of the Council sat in on the planning, orientation, and evaluation sessions of each project. They attended program conferences, visited each project in operation, and made home contacts where the professionals were denied access. At the last meeting, when Mr. Ray took a survey of the seventeen (17) members present, the same number in 1972-73, there was unanimous agreement that they had (1) a better understanding of the work of the projects and the necessity of each, and (2) they also understood why the money could be spent only in certain areas. They listed the projects which they felt satisfied the two top needs of the target area children: again, these were Conquest (Reading) and Countdown (Math); a newcomer to the list was C.E.P.T. Parents were highly disturbed concerning the downward trend in age of the area girls becoming pregnant out of marriage. The District 189 Title I-89-10 Needs Re-Assessment,[1] the Princeton Testing Bureau,[2] and the federal government through the "poverty program laws" which it attempted to pass early last year (1973)[3] to supplant Title I, all agree with the "assessment of the need" of the two academic projects. In 1973-74, the principals in the schools and the church people of the area have expressed their concern and gratitude to Project C.E.P.T. for its services. It is interesting to note that the basic academic projects obtained their strong approval, too. Also mentioned favorably were the enrichment activities and inservice meetings of the various projects.

Dissemination

Radio Program

The Coordinator of the School-Community Relations appeared on WESL, a radio station in East St. Louis, to explain the services the Council provides to the Title I program. Parents in the studio audience asked questions which were answered "on the air." During the year each project had a fifteen minute program to explain its services.

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[1] B.-B. Weber. District 189 Title I Needs Re-Assessment; 902 King Blvd.; 1973.

[2] 1971 Report National Testing Results. Princeton Testing; Princeton, N.J.; 1971.

[3] Better School Act, Carl Albert, sponsor; "Criterion Reference Act," Albert Quie, sponsor; Special Revenue Sharing, etc.

Title I Communicator

The Title I Communicator, the monthly Title I newspaper, is a highly successful adjunct of the School Community Relations services. Through the constant cooperation of the Instructional Media Service, anything of interest to the public which would explain Title I and advance the coordinated efforts of the school and the community was photographed and documented for inclusion in the Communicator. This newspaper is popular in Title I and with school district personnel, parents, and students. Each issue is mailed to all school officials, local and state educational offices, and to the elected representatives of the people of East St. Louis at the local, state and federal levels.

COUNSELING/GUIDANCE

240 North Sixth Street
Phone: 618-875-8800

Dr. Cathryn Mason, Director

COUNSELING AND GUIDANCE

Time: Regular and Summer Terms.

Services available to all first through sixth grade Title I students in the instructional projects of Conquest, Countdown, Speak, and 3V.

Staff:

1 Director (Paid by District 189 in Regular Term;
Paid by Title I in Summer Term)

7 Counselors Paid by Projects Indicated:

2 - Conquest
2 - Countdown
1 - Speak
2 - 3V

1 Clerk (Paid Half by District 189 and Half by Title I)

Locations: 14 Title I Elementary Schools.

Inservice:

Weekly: One hour, Friday afternoons.

Monthly:

(1) Pupil Personnel Team (counselors, nurses, social workers, attendance officers, a teacher and a principal from different representative Title I schools at each meeting), third Tnursday each month, 1:30 - 3:30, at Lilly-Freeman, a Title I school.

(2) Career Awareness Institute. two-week course, 1:00 to 3:30 P.M. every Wednesday beginning January 16, 1974, for Pupil Personnel Team and principals and teachers from Title I schools and Title I projects served each session. Representatives of various types of employment delineated opportunities and demands of each field; also a special session on the counselors' role in assisting students to view career choices wisely.

OVERVIEW

Introduction

Though District 189's Title I projects are, by E.S.E.A. mandate, designed to remediate capable children from six months to two years below the norm in basic academic subjects, the prevention of these deficiencies, or their growth, is also an important component of the program. This "preventative remediation" emphasis is seen as essential for two reasons: (1) regardless of the number of children served by the Title I projects, there are always more who would benefit by attending but for whom there is no room; and (2) though the results of such preventative efforts are difficult, if not impossible, to measure, early identification and eradication or alleviation of any physical or social-emotional problems, contributing to either the initial need of remediation or its continuation, will serve to raise the educational progress of the target area pupils.

For this reason, Health and Counseling/Guidance are "supportive services" to the basic elementary remedial projects of Conquest, Countdown, Speak, and 3V. The extent to which these two services alleviate or eliminate problems before they completely cripple childrens' academic success cannot be accurately assessed.

Rationale for the Service

In 1972-73, Counseling/Guidance became a District 189 Title I service. This service utilizes District 189's Director of Counseling/Guidance, as well as her office and clerk, allowing for the same close coordination with district efforts that exists in 3V, which operates within the same framework.

Project children eligible for this service are those who are withdrawn, hostile, or erratic in their behavior. These psychological problems can reduce a child's learning ability below that of his capacity. An adult with such personal problems experiences difficulty in concentrating, therefore, more than nominal learning can hardly be expected of a remedial child who has the additional burden of an emotional problem with which he can neither cope nor often even recognize.

Since a child is not an entity operating in a vacuum, the counselor works with the child's teachers and his parents, as well as the child. The child's problems may be of long duration and , therefore, difficult for a counselor, legally responsible for an average of 200 to 300 children, to alleviate in the short period of time available. Counselors frequently have a difficult time since it is impossible to contact many parents, and some refuse to accept either the reality of their child's problems or the need of parental cooperation to eradicate them, or the role parents may have played in the development of the problem.

Personnel

The Director has her Master's and Specialist's Degrees in Guidance/Counseling from S.I.U.E., her Ph.D. from Saint Louis University, and has taught in inner-city schools. All seven (7) Title I counselors have Guidance/Counseling Master's Degrees and have had previous teaching experience in the inner-city.

Two counselors (1,2) were assigned to serve in Conquest, two (3,4) in Countdown, two (5 and 6) in 3V, and one (7) in Speak. This distribution was based upon the unduplicated number of students in each project so that no more than 300 students be served individually by any counselor, as State of Illinois mandated.

Testing

Though counselors should visit in both Title I locations and the home-rooms from which their child-contacts come to confer with teachers, to observe the children, and to establish special group activities, their time should not be usurped to assist in testings. The counselors are to help children in solving their problems and must keep the image of a "helper," which turning them into "testers" will erase.

Summer School

No work in the projects, either group or individual, was done during the summer term by the four Title I counselors available: of the six hired for the summer one was hospitalized during the first week, and a second resigned. During the four-hour daily seven-week sessions the counselors developed a "Syllabus of Services" for distribution to the project and feeder-school teachers in September, 1974, and with the cooperation of the Title I Media Service developed a slide story concerning the Title I Counseling/Guidance activities. Copies of the booklet may be obtained at the Guidance/Counseling office. Use of the slide story may be obtained by calling the Title I Media or Counseling/Guidance office.

Dissemination

Not only did the counselors work directly with the children, teachers, parents, etc., but they attempted to establish program and district staff understanding of the value of their efforts for the students. The Better Self-Understanding Handbook[1], written by the staff, was distributed both to the public and parochial target area schools served by Title I. All homeroom and project personnel, as well as Parent-Council members, were

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[1] Information concerning this handbook and instruments mentioned in this report available from the Counseling/Guidance Director.

sent invitations to attend the service's workshops and monthly inservice sessions.

At the beginning of the year, and again at mid-year, all parents in the schools served were sent letters explaining how Counseling/Guidance, with parental cooperation, could help children who evidenced need of its services. Additional publicity for the service was obtained through the director's participation on foundation and State boards, and through articles in the Title I newspaper, The Communicator. Each month an article was written by a different project counselor concerning components of the Counseling/Guidance services. Some pertinent articles were:

1. Parents! Have You Had A Friendly School Conference With Your Child's Teacher?
2. Role Playing, A Valuable Counseling Technique
3. The Humanistic Approach to Teaching: A Counselor's Point of View
4. Discipline: Teachers, Examine What is Behind Its Need
5. Views on Elementary School Counseling
6. The Counselor Counsels

INTERPRETATION AND EVALUATION OF REPORTS

Counselors' Reports

Monthly summary sheets of each counselor's activities were sent to the Title I project directors.

Table 1 documents the number of students contacted during the year.

TABLE 1
NUMBER OF STUDENT CONTACTS

	Teacher or Other Referred	Counselor Initiated	Walk In
Educational	1,202	1,321	539
Personal	2,949	998	932

Table 2 presents a year's summary of the monthly Counselor Interview Reports which document number of services given the students.

TABLE 2

COUNSELING/GUIDANCE TOTAL INTERVIEW REPORTS

Conquest

Nature of Interview	Walk In	Referred	Counselor Initiated	Total	Walk In	Referred	Counselor Initiated	Total	Service Total
	Counselor I				Counselor II				
Vocational	15	71	100	186	45	3	67	115	429
Educational	25	410	75	510	51	184	57	292	802
Personal	40	150	130	320	100	269	1,930	2,299	2,619
Teacher/Parent	10	128	59	197	67	9	70	146	343
Total	90	759	364	1,213	263	465	2,124	2,852	4,065

Countdown

	Counselor III				Counselor IV				
Vocational	40	0	30	70	2	0	0	2	72
Educational	195	84	68	347	48	92	35	175	522
Personal	636	98	155	889	146	207	3	356	1,245
Teacher/Parent	385	5	436	826	87	63	47	197	1,023
Total	1,256	187	689	2,132	283	362	85	730	2,862

3V

	Counselor V				Counselor VI				
Vocational	0	0	0	0	50	0	40	90	90
Educational	5	53	12	70	100	100	80	280	350
Personal	64	113	100	277	350	180	223	753	1,030
Teacher/Parent	46	10	45	101	114	66	104	284	385
Total	115	176	157	448	614	346	447	1,407	1,855

Speak

					GRAND TOTALS				
	Counselor VII								
Vocational	0	0	0	0	152	74	237		463
Educational	1	208	8	217	425	1,131	335		1,891
Personal	23	112	27	162	1,359	1,129	2,568		5,056
Teacher/Parent	6	0	21	27	715	281	782		1,778
Total	30	320	56	406	2,651	2,615	3,922		9,188

"Walk-Ins"

The "Walk-Ins" category concerns those sessions in which an individual child chose to come to the counselor. Counselors 1,2,3,5, and 7 conceivably could have handled as many "Walk-Ins" as reported, which were within the level mandated. The number of students listed by them may have felt the need of the services, as the counselors were warm people, and all teachers in Title I had explained to their students that the counselors were there to help children with any problem possible. The Title I teachers also told the students that the counselors were neither there to preach nor to "tell on" them. Since this was the second year of the service, it is possible that the children's "grape-vine" reported on the safety of speaking with the counselors, and the children felt more at ease in seeking their help. However, it is difficult to understand how Counselor 3 (with 1,256 "walk-ins") and Counselor 6 (with 614) found time for this amount of individualized service. Counselor 6 expressed her frustration over this situation and stated that "...each child needs a full-time counselor." Her sincerity and earnest efforts are evident in her reports, but when time is limited, difficult choices must be made. Under "Walk-Ins," categories "Personal" (student) and "Teacher/Parent" would seem the most pressing, as at the elementary level the "Vocational" can be cared for in a group and the "Educational" by the specific project in which each child is enrolled. It must be repeated that, though it may not seem "right" when so many children need help, Title I was not established to serve all such children, but to provide concentrated exemplary services to a few.

Group Sessions

Group therapy, which the department recommended dropping in the 1972-73 Evaluation Report, was replaced this year with "Role-Playing" which helped in resolving the problems without exposing the children. These situations are more difficult for the counselors to structure but safer for the children who have not as yet developed any protection to psychological problems.

Because of the offerings under "Career Education" and the "Drug Awareness" programs there were many other group sessions, which easily account for the large numbers of children reported under categories "Referred" and "Counselor Initiated." These included group visits to area businesses as well as visitations of the fire and police departments, etc., to the schools to explain to groups of students the services offered by these municipal entities. There were many "walks" to develop perception and sensitivity, where the groups were made aware of the different noises in the neighborhoods, the varying shades of green in the many kinds of trees, etc. There were also "in-school" activities, by request of the home-room teachers, when a problem occurring at the school needed careful handling. For example, at one school a group of boys were caught teasing dogs and making them fight viciously. "Role-playing," in which several of the children who had been the instigators played the role of the dogs and gave the dogs' viewpoint of this cruel sport, was used as a non-directive measure to help eliminate this practice. This also helped develop a more

humane attitude toward animals without resorting to lectures or corporal punishment.

RECOMMENDATIONS

From observing this year's efforts, and studying the counselors' reports, the following recommendations are offered:

(1) The service allow neither the project within which it serves nor the feeder schools to use it for any purpose other than those for which it was established, as delineated in this report; this was recommended in 1972-73;

(2) That the concentration of services in individual counseling be upon teacher, student, or parent initiated personal problems, not those with vocational or educational emphasis. Experiences which touch on career education such as career or counseling-related field trips, as well as the "role-playing" experience, are successful with groups at this age;

(3) That Counseling/Guidance Service be allowed full implementation in all the remedial instructional projects: when a project or service is accepted in a Title I program its service is part of the law: this was recommended last year, also; and

(4) As Title I has begun moving into some secondary locations, a Title I counselor specifically for that level is recommended. Many Title I remedials at the secondary level could be helped--as well as could the community--if their leadership qualities were tapped and directed. Many athletes have remained in school and studied so as to be allowed to play on teams. (Contact the Director of 3V for extensive documentation of this.) A pilot program to discover young civic leaders among the remedial secondary students perhaps would do this for some other pupils who have academic troubles but have hidden, or misdirected, leadership abilities.

TITLE I SCHOOL HEALTH
(Grahmann School Portable)

4400 Grand Avenue
Phone: 618-875-4734

Mrs. Mildred M. Hyatt, Coordinator

Title I School Health

Time: Regular and Summer Terms.

Services to:

All Title I students in 24 elementary public schools, 2 public junior high schools, and 2 pre-school day care centers and 3 parochial elementary schools within target area.

Staff:	Regular	Summer
	1 Coordinator	1 Coordinator
	8 School Nurses	3 School Nurses
	4 Health Technicians	3 Health Technicians
	1 Auxiliary-Aide	1 Auxiliary Aide
	3 Health Aides	3 Health Aides
	1 Clerk	1 Clerk

Coordinator and school nurses are registered nurses.

Inservice:

Monthly: First or third Friday, 1:15-3:30 P.M., scheduling and instructions.

Monthly: First Monday 12:00 to 3:30 P.M., Pupil Personnel Services Joint Meeting.

Representative personnel attended Illinois Department of Public Health Workshops on:

Vision
Audiometric
Maternal and Child Health
The Exceptional Child
Nursing in the 70's

OVERVIEW

Introduction

For the sixth year the Title I School Health Service of District 189 was available to children in pre-school through junior high, public and parochial, enrolled in the instructionally-based Title I projects in the target area. Title I children in the schools were served according to the size of the non-duplicated count in the projects at each center, from a half day to a day-and-a-half weekly.

Beginning in 1972-73 School Health was housed in a portable unit renovated to serve its purposes. This unit has provided storage and meeting spaces, which in previous years were inadequate.

Of the eight nurses requested for 1973-74, all were available. For the second year, the coordinator had assigned herself to the work in the elementary schools in addition to performing her administrative duties. The Title I junior high centers could receive only limited referral and emergency services, because of the personnel shortage.

The main service objectives were to: (1) identify health problems which could deter academic achievement; (2) refer students with health problems to appropriate agencies; and (3) follow-up on these referrals by home and school visitations to ensure that recommendations were followed. The nurses were responsible for all referrals and follow-up services, the health technicians assisted the nurses and were responsible for screening in the areas of vision, hearing, height and weight.

In addition to the foregoing, the following objectives were carried out in cooperation with the Illinois Department of Public Health and the East Side Health District, (1) immunizations, which the service identified as not completed, were made, and (2) screenings of (a) hemoglobin, (b) urine, and (c) pre-school general development[1] were made to help eliminate or alleviate defects--social or physical--before the children entered the first grade. Upon reassessment a month later by the same instrument, if assistance were still indicated, referrals were made to the Title I Counseling/Guidance service or to appropriate East St. Louis physical health agencies.

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[1] Frankenberg, Wm. K., et al. The Denver Developmental Screening Test: University of Colorado Medical Center Press, Boulder, Colorado, 1973.

This year the East Side Health District offered complete physical examinations through the Medi-Chek component of that agency to 2,520 Title I students referred by the Pupil Personnel Services. The Title I School Health Service assumed the responsibility for the Title I follow-up of these services.

It must again be emphasized, as it was in the 1971-72 and 1972-73 evaluations, that the Title I School Health is not designed to be a "band aid" service in the schools: its purpose is to uncover and refer for correction physical or psychological difficulties which possibly could impair the learning abilities of the identified Title I students it serves. Except in dire emergency, when humane response demanded it, nursing service could not be given.

Personnel

The coordinator is a Registered Nurse. She is also a member of the Health Review Board for the East St. Louis Department of Health and of the Mental Health Board of St. Clair County.

The other eight members of the professional staff are Registered Nurses also.

One nurse has completed the college requirements for the School Nurse Endorsement Certification. Six nurses, including the coordinator, attended S.I.U.E. both in 1972-73 and 1973-74 to obtain the credits necessary for the certification. Until the time that certification is mandatory, which has not been set by the State, each year standards are established for "Letters of Approval," for which all the professional staff qualify.

All health technicians were certified by the Illinois Department of Public Health as audiometric and vision screening technicians.

No doctor--M.D. or D.D.S.--worked directly in the project.

In all work, the School Health personnel used a District 189 Title I procedure booklet--compiled by staff consensus--to establish uniformity in the performance of all procedures.

The summer term was used for planning and scheduling 1974-75's services and for follow-up on all referrals not completed during the year.

Services to Title I Identified Children

Service began after the projects sent in the names of the children each had enrolled. As many of the children attended more than one project, the Health Service compiled an unduplicated list so that no child would be served more than once, and so that all children could receive maximum attention.

Dissemination

Several articles, including "Sickle-Cell Anemia" and "Menstrual Hygiene," by the School Health Service nurses appeared in the Title I Communicator.

A brochure, Title I School Health, is available on request, and was distributed locally through the Title I projects' Parent Advisory Councils.

Standardized health pamphlets and a Title I Parent Handbook (on health) were distributed by the Title I children to their parents.

SERVICES RENDERED IN 1973-74

The following were services rendered by the School Health Project in 1973-74:

Public Elementary Schools

Vision Screening	
Students Screened for Glasses	3,015
Students Wearing Glasses	415
Referrals	272
Total Served	3,702
Referrals Completed	146 (54%)
Students furnished glasses by Title I School Health:	21
Hearing Screening	
Students Screened	3,149
Referrals	68
Referrals Completed	41 (60%)
Height and Weight Screening	
Students Screened	3,040
Referrals	17
Referrals Completed	13 (77%)
Dental Screening (Grades 3 and 6)	
Students Screened	1,101
Referrals	276
Referrals Completed	76 (28%)
Hemoglobin Screening (Grades K,3 and 6)	
Students Seen	673
Parents and Students (Counseled only)	40
Referrals	32
Referrals Completed	26 (81%)
Urine (Combistix) Screening (Grades 3 and 6)	
Students Seen	925
Referrals	12
Referrals Completed	9 (75%)
Physical and Dental Examinations	
Current Physical Examinations	699
Current Dental Examinations	411
Health Deviations	100
Referrals	10
Referrals Completed	10 (100%)
Complete Physical Examinations (ESHD)*	484
Dental Examinations (ESHD)	89
Health Deviations Discovered	133
Referrals	102
Referrals Completed	57 (56%)

*East Side Health District

In addition to standard referral forms and hand-written letters to parents, the following personal contacts were made:

Faculty Members	2,167
Community Agencies	69
Physicians	48
Parent-Home	289
School	34
Telephone	1,314
Student Visits	1,914
	5,835

Two thousand, eight hundred, six (2,806) of the above contacts were categorized by the school nurses as follow-up visitations. Follow-up contacts were made on an individual basis and, many times, it was necessary to make more than one personal contact concerning the student's health status, as it could affect his academic achievement.

Commendation

Again, as in the three previous evaluation reports, the evaluator cannot but deviate from objectivity to commend the above impressive record.

SUMMARY AND RECOMMENDATIONS

The evaluator has seen this service in action. If it is at all possible, added personnel--especially nurses--should be made available, as the quantity and quality of service this small staff performed in 1973-74--as in years past--for Title I is impressive but back-breaking. The concentration of services at the earliest grade levels--pre-school and elementary--follow the general philosophy of District 189's Title I Program: "...to eliminate deficiencies as early as possible so as to prevent the need of extensive remediation." Such work is essential in a district where poor health, often the close companion of poverty, can keep the children from the academic success they could otherwise obtain.

INSTRUCTIONAL MEDIA

2901 Bond Avenue
Phone: 618-875-2841

Mrs. Faye B. Tharp, Director
(as of March 1, 1974)

INSTRUCTIONAL MEDIA

Time: Regular and Summer Terms.

Locations: In Title I Area.

Source:

	Public	Parochial
Elementary	19	2
Junior High	2	0
Senior High	1	1

Staff:

1 Director*
2 Instructional Media Specialists
1 Librarian Specialist
21 Media Technicians
1 Stenographer
1 Clerk
1 Media Truck Driver
1 Part-time Media Custodian

*The Librarian Specialist was appointed Director on March 1, 1974, and a teacher with a library minor filled the librarian position through June 30, 1974.

Inservice:

Instruction

Media Personnel: Last Friday each month, 1:30 to 3:00 P.M., all staff; use of media equipment, taught by director and specialists.

Public and Parochial Staff in Title I Schools and Title I Projects' Staffs: Instruction in use of media equipment and/or materials available, on request, at Satellite Centers to 57 Title I projects' staff members.

Workshops Attended By Title I Media Staff:

Illinois Audio-Visual Association, October 1, 1973.
Department of Audio-Visual Instruction of the N.E.A., March 1,1974.

Materials Disseminated:

Materials	Amount
16 MM Films	4,822
Laminated Teaching Pictures Prepared	2,126
Graphic Materials Prepared	1,123
Photographs of Program Materials	10,325

OVERVIEW

Instructional Media is a supportive service to all District 189 Title I projects through the use of supervising certified specialists and non-certified technicians at the "satellite" centers. It maintains, repairs, and delivers audio-visual equipment needed in all instructional project work, as well as makes film recordings of the various project activities. Books used in the library component of the service were purchased through Title II, E.S.E.A.

In the State of Illinois, the District 189 Title I film library is second in size only to that of Chicago. The film library at the Media Center has over 3,000 prints under 1,500 titles, covering subject areas correlated with the local school district and Title I curriculums. Project requests for use of any Instructional Media materials or equipment housed at the Media Center are honored the day following the day requested, unless the need is urgent, under which circumstance immediate delivery is available.

During the nine years since the program's inception the materials and equipment have depreciated considerably in value; audio-visual materials and equipment which originally cost $245,938.06 last Spring (1973) were offered District 189 at their assessed valuation of $33,096.38,[1] 13.45 percent of the original cost. Based upon the same valuation the remaining materials from the original purchases would, therefore, be worth only $101,421.21.

With the yearly additions to the Media equipment and materials--many of which were upon Black History and experiences and the Blacks' cultural and economic contributions to the world, especially viable in a school district whose population is 91 percent Black[2]--the replacement cost at today's inflated prices would far exceed their present assessed valuation. Therefore the expense of both the American District Security ($11,000) and the insurance ($14,000) on the Media equipment and materials was high. The cost of repairs was also necessarily high during 1973-73 ($4,850.00).[3]

No allowance for additional equipment or materials was made in 1973-74.

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[1]Assessed by S.I.U.E. Media Services, May, 1973.

[2]Mrs. Eleanor Metcalfe, Statistical Secretary to Mr. William O. Thomas, Assistant Superintendent in Charge of Special Services, District 189, June, 1974.

[3]All costs confirmed by Mrs. Mary Wiltrout, Junior Accountant for District 189's Title I Program.

Locations

1973-74 Satellite Centers

Public

Elementary

Alta Sita, Easterly
Brown
Cannady
Dunbar
Franklin
Garfield
Garrison
Golden Garden
Jackson
Johnson (Follow Through)
Jefferson
Lafayette
Lilly-Freeman
Longfellow
Monroe
Park
Robinson
Washington
Webster

Secondary

Junior High School

Rock
Hughes-Quinn

Senior High School

Lincoln (Re-Entry)

Parochial

St. Adalbert
St. Joseph
St. Teresa

Besides the center at the Title I Program Office, where films were previewed, media processed, unused equipment stored, etc., technicians were stationed at all "satellite" locations where Title I projects operated. These satellites were established in project locations to make the constantly needed equipment and materials more easily accessible for use by the projects' staffs. If media equipment was not at a center where it was needed, a requisition sent through the "satellite" personnel produced it the next day, as previously mentioned. Multi-lift, lamination of papers, posters, etc., which could not be processed by satellite equipment were sent to the main center, manned by technicians especially trained in processing work. Film slides or still pictures were made of any event the program or a project desired for records or for future use.

The certified personnel (specialists) supervised all of the above activities and were available as media consultants, both to the Title I program and the target district personnel.

Personnel

Certified

On March 1, 1974, the Librarian Specialist was appointed Director of Instructional Media. The director has her Master's Degree in Education, of which 32 hours are in Instructional Technology, qualifying her for the special certification in that field.

Both Media Specialists have Master Degrees +30 in Education, with 30 and 38 hours respectively in Audio-Visual courses.

The Media Librarian (March through June, 1974) has her B.A. in Education, with hours in Library Science.

Non-Certified

The media technicians--all of whom were fully qualified before they were placed in the "satellite" locations--are high school graduates. Each year they are given additional pre-service and inservice training by the certified personnel; whenever a specialist attended a university course, the information gained which could help the technicians in their work was included in their inservice programs.

The State of Illinois' established ratio of qualified full-time personnel--those with at least 18 semesters of professional media courses--is one specialist for every 500 students. Based upon over 3,000 unduplicated number of target area students served in 1973-74[4] the four professionals would seem to be inadequate, but the ratio in Title I, District 189, is far above the State average. Approximately 5,642 full-time media professionals are needed to meet State standards in its 1,092 school districts; twice that amount is needed to meet National standards.[5] Mr. Robert Enrietto,[6] of the Pupil Personnel Department, State of Illinois, reported that one media person to a district is closer to the actual ratio.

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4 Annual Self-Assessment Questionnaire 89-10, Fiscal Year 1974, District 189, East St. Louis, Illinois.

5 Office of the Superintendent of Public Instruction, Media and Library Services, 316 South Second Street, Springfield, Illinois 62706.

6 Telephone interview, August 28, 1974.

Library Component

The 1972-73 Evaluation Report, Title I, 89-10, from this department stated the following:

> In 1969 the American Library Association in conjunction with the National Education Association issued their standards for a school media program, and recommended a joint library and audio-visual program; this joint venture was incorporated in the District 189 Title I Program during the 1970-1971 school year, with library materials funded through Title II, ESEA.[7]

Dissemination

Instructional Media furnished photo coverage for all Title I events, as well as sound and film (slide and motion) equipment and service if requested.

Articles and pictures concerning Instructional Media's services to Title I were frequently in the Title I newspaper, the Communicator. News references concerning Media's activities were published in other area newspapers, and the director appeared on Radio Station WESL to explain the services available from Instructional Media.

RECOMMENDATIONS

It is recommended that:

(1) Funds be allowed to update the film offerings, and that

(2) Additional Media Technicians be hired for placement in the Satellite Centers. The supplies in the Satellite Centers are at Title I locations for project use. When a Media Technician divides her time between two schools--and the Satellite at one school is closed when she goes to another--the value of this necessary service is diminished.

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[7] Evaluation Report, Title I, 89-10, 1971-72, District 189, East St. Louis, Illinois, page 155.

PART III.

URBAN AND RURAL GRANTS

TITLE I PROJECTS
WHOSE FUNDS ARE SUPPLEMENTED
BY
URBAN-RURAL GRANT #4094

In March, 1973, Early Childhood Education and Kindergarten Enrichment were established as pilot projects. In 1973-74 the two projects received a combined funding of $279,830, of which $46,975 was not encumbered by July 30, 1974. Title I funded Early Childhood Education with $62,701 and Kindergarten Enrichment with $53,842; $163,287 was from the Urban-Rural Grant to finance extra needed personnel as well to purchase initial equipment for instruction of pre-school students and for the renovation of classrooms and other facilities to accommodate their size. No separation of the Urban-Rural financing from which project purchases were made was available so no "cost per pupil" for the two fundings was computed.[1] Even had such an analysis been possible, the equipment, etc., was designated for future as well as for present use so the "cost per pupil" for 1973-74 would have been unrealistically inflated.

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[1] General Breakdown of Urban-Rural Fund budgeting: Administration, 2 percent; salaries, 37 percent; teaching materials, 27 percent; student activities, 12 percent; maintenance and operation of plant; 7 percent; and capital outlay, 15 percent.

EARLY CHILDHOOD EDUCATION

240 North Sixth Street
Phone: 618-875-8800

Miss Vivian Adams, Adm. Asst. in Charge of
Early Childhood Education

EARLY CHILDHOOD EDUCATION

Time: Regular School Term.

Eligible Title I Students Served: 86

Number of Title I Schools Served: 2

Staff:

1 Director (paid by District 189)
4 Certified Teachers
5 Aides (1 used as home visitor, shared with Kindergarten Enrichment)
1 Part-time Custodian

Inservice:

Weekly: All staff, problems and demonstrations of successful teaching techniques applicable to the age of the students.

Monthly: One day workshops unless otherwise specified:

Sept.,	"Art for Aides," - 2 days.
Oct.,	"Principles of Growth and Development."
Nov.,	"Human Relationships, School Philosophy."
Dec.,	"Functions of Auxiliaries."
Jan.,	"Audio-Visual."
Feb.,	"Library Work."
March,	"Special Services" and "Reading Readiness."
April,	"Clerical Skills for Aides: Record Keeping."
May,	"Parent Conferences."

OVERVIEW

Introduction

Many children in the target-area arrive at school without the "built-in curriculum" supplied by the majority of the homes in the more economically advantaged sections of a city. Target-area parents often have minimal skills in reading and writing, and do not view either of these activities as essential. Though it would be presumptuous to assume that they do not value formal education, it is safe to state that many do not understand it and for this reason do not emphasize its importance. Even when they do understand its value in a predominantly literate society, they are cognizant of the difficulty of its attainment by people in their circumstances.

The "built-in curriculum" referred to includes many background skills and knowledges which make academic learning both easier and more pleasurable, therefore more acceptable: it does not include the formal academic work, but is related to it because the skills and knowledges taught at the preschool level are incorporated in it.

These skills and knowledges include the ability to:

Differentiate between sounds--loud or soft, human or non-human, rhyming or not rhyming, long or short vowels, etc.;

Follow directions in playing games, drawing pictures, arranging pictures or objects in order, etc.;

Obey rules and time-schedules;

Recognize and classify objects, and know those which do not belong in a set;

Recognize colors by call names;

Know both ordinal and cardinal numbers and how to use them;

Sequence stories;

Work in groups with minimum friction;

Follow the left-to-right patterning so necessary in all reading;

Dramatize, with appropriate voice inflection; and

Perform various other skills which enhance a pre-school child's capacity to learn.

All of the above are within the reach of a child with a four year old mental capacity.

Rationale for Project

Extensive awareness of the lack of this "built-in curriculum" in the target area children entering the District 189 schools was the incentive for writing the proposal for the Early Childhood Education project--and its companion, Kindergarten Enrichment--by the Administrative Assistant in Charge of these pre-school projects.

This project was designed to furnish the missing pre-school curriculum to the target area four-year olds who would be entering the State-mandated District 189 kindergarten the following year. The three-pronged approach adopted by the project to furnish the knowledges and skills inherent in the "built-in curriculum" was through (1) the experiences of the children in the classroom, (2) the experiences of the children through extensive field trips, and (3) the thorough cooperation of parental participation in training sessions, emphasized how to help their children at home, and how they could help in the project, through parent-only activities and parent project activities.

PROJECT COMPONENTS

Locations

School No. 1, rapidly reaching 100 percent poverty level,[1] situated in the path of the population shift,[2] was chosen for the site of the pilot project and retained as a site for two classes this year. Because there was not enough space in the school, two street-level rooms in a church adjacent to the school building were obtained for a third class. School No. 2, also well above the district poverty level and located in a rapidly deteriorating residential district crowded with commercial buildings, was chosen as the second site. The class at School No. 1 (under Teacher C) was held for only a month and a half prior to the end of the school year with students who would enroll in the year-long project in 1974-75. This will be discussed later.

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[1] District 189, Federal Research and Evaluation Poverty Index; May, 1973. 1973-74 Index released since then but selection was dependent upon 1973 Index.

[2] Urban Renewal Neighborhood Data; May, 1973.

Selection of Students

Parents of all students at Schools No. 1 and No. 2, were informed of the project and its rationale. Those parents with children who would be four years old on or before December 1, 1973, and who would thus be eligible to enter Kindergarten in September, 1974, were visited to request that these children be brought to the school before entrance in the project for testing on the Peabody Picture Vocabulary Test.[3]

Testing

All tests were individually administered.

Peabody Picture Vocabulary Test

The Peabody Picture Vocabulary Test was given each child enrolled in September, 1973, to identify those children especially in need of additional school readiness skills. The Peabody assesses this readiness by estimating a child's verbal intelligence through measuring his hearing vocabulary, then comparing this to what is expected of children of normal development at his chronological age. This test is useful at this age as it demands no reading ability. Also, the assessment of vocabulary is the single best measurement of the intelligence needed to succeed in school.[4]

The raw scores obtained are converted to Mental Maturity, Intelligence Quotient, and Percentile Ratings. It takes fifteen minutes to give and is easy to score. Its claim for reliability and validity as a measurement of what it attempts to assess (hearing vocabulary) is high.

Parental Interviews

By individually interviewing each parent and recording information obtained on a 30-item questionnaire designed by the project personnel,[5] information concerning what each child actually did in physical and social areas, how he viewed attending "school." etc. was obtained. This information was used to help structure activities necessary to prepare the students for kindergarten entrance at the end of the year. The time spent by the personnel in interviewing the parents established a rapport evidenced by the full parental cooperation during the year. (See subsection on Parental Activities.)

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[3] Lloyd M. Dunn. Peabody Picture Vocabulary Test: American Guidance Service, Inc.; 720 Washington Avenue, S.E., Minneapolis; 1959.

[4] E. Dale and D. Reichert. Bibliography of Vocabulary Studies: Ohio State University, Bureau of Educational Research, Columbus, Ohio; 1957.

[5] Copies are available upon request.

Other Aspects

Health Services

A complete physical examination was given each child upon entrance into the project by the Title I Health Service. All children who evidenced a need of a more in-depth physical examination or need of medical attention to help bring them up to the physical standard necessary to attend school successfully, were referred to a physician for project-paid treatment. Any child whose behavior indicated a need of psychological treatment received services from the Mental Health Center.

Scheduling

In January, 19[illegible] the Urban-Rural Grant funding made possible the reduction of the average number of students per teacher from 22 to the recommended 15 for the age level of the students through the hiring of additional personnel. At that time all rooms went to all day scheduling, with a well-balanced lunch supplied by the project. The full-day scheduling followed that of the half-day by repeating the morning schedule in the afternoon. Also with the full-day scheduling more time was available for the out-of-school activities, which are an inherent component of the project. The project established a strictly sequenced scheduling: this type of scheduling was part of the curriculum, as the ability of a group of children to learn to live within a social setting according to rules is necessary. The experiences within each scheduled segment, though highly related, varied enough so as not to tire children whose age-level attention spans were short. The 9 A.M. until Noon schedule was as follows:

9:00 - 9:15	Arrival, Greeting, Free Play
9:15 - 9:25	Opening Exercises
9:25 - 9:45	Group Experiences (Language Arts)
9:45 -10:10	Snack, Toileting
10:10 -10:25	Quiet Time (Story and other listening activities)
10:25 -10:45	Group Experiences (Mathematics, Science, Social Studies, Art)
10:45 -11:00	Indoor-Outdoor Play
11:00 -11:15	Snack, Toileting
11:15 -11:45	Learning Centers (Multi-Sensory)
11:45 -12:00	Preparation for Lunch
12:00 - 1:00	Lunch and Supervised Play
1:00 - 3:00	Repeat of Morning Sessions

Co-Curricular Activities

All co-curricular activities were for all children in all rooms, as these were designed not only for enjoyment but as extensions of the learning activities.

Before any place was visited, children were trained as to how to conduct themselves in public, and were instructed as to what they were to see and for what to look. Upon returning, the experiences were used as the basis of language and art lessons. Among the places visited were: Six Flags, Huck Finn (Mississippi River small paddle boat), Holiday Hills, Shaws' Garden, department store (to see Santa), etc. Parents were expected to attend all these activities with their children; parental attendance was always above 90 percent.

Beside the out-of school activities, every major holiday and national personality received full attention and were the basis of learning experiences. Examples of these were: (1) Halloween was explained and all children turned into miniature "spooks" who frightened the "big kids" when they paraded through the rooms of the elementary schools in which the project operated; (2) each child hung his own stocking on a cardboard fireplace at Christmas; (3) an Easter Egg Hunt was held in the neighborhood park, and (4) a joint birthday party, complete with cake and presents, was held at each center in June.

Contribution to Research Studies

Early Childhood contributed data for the Birth Order Study.

PRELIMINARY ANALYSIS OF PRE-TEST DATA

Pre-test Results

The Peabody Picture Vocabulary Test pre-test means for 61 children are reported in Table 1.

TABLE 1
PRE-TEST ANALYSIS OF PEABODY PICTURE VOCABULARY TEST DATA

Number of Students	$\bar{X}$ Chronological Age	$\bar{X}$ Mental Age	$\bar{X}$ I.Q.	$\bar{X}$ Percentile
61	4.4	4.3	84	27

Table 2 documents the number of children who at pre-test time (September, 1973) were in each major category according to the Peabody mental age scores.

TABLE 2
PEABODY MENTAL AGE CATEGORIES OF PUPILS AT THE TIME OF THE PRE-TESTING ON THIS INSTRUMENT

Number of Students In Mental Age Categories				
Below Norm		At Norm	Above Norm	
2.0 - 2.9	3.0 - 3.4	3.5 - 4.4	4.5 - 5.11	6.0 - 10.0
13	10	19	14	5

As indicated in Table 2, the group was sub-divided (23-19-19) into three approximately equal groups of diverse abilities, for which teaching methods had to be adjusted.

STATISTICAL ANALYSIS AND INTERPRETATION OF PRE- POSTTEST DATA

Peabody Picture Vocabulary Test

The students enrolled in September, 1973, were posttested in May, 1974. The gains made on the Peabody are presented in Table 3.

TABLE 3
POSTTEST MEANS AND MEAN GAINS ON THE PEABODY PICTURE VOCABULARY TEST

Number of Students	Chronological Age		Mental Age		I.Q.		Percentile	
	$\bar{X}$	$\bar{X}$ Gain	$\bar{X}$	$\bar{X}$ Gain	$\bar{X}$	$\bar{X}$ Gain	$\bar{X}$	$\bar{X}$ Gain
61	4.11	.7	4.11	.8	92	.8	47	20

The most interesting documentation in Table 3 is the $\bar{X}$ score gain of 8 months in I.Q. This parallels the findings in the I.Q. Study in the Research Section of this evaluation.

By posttest time, the $\bar{X}$ Mental Age of the group had risen to that of the $\bar{X}$ Chronological Age. The $\bar{X}$ Percentile Performance Index in verbal intelligence was within three (3) percentiles of the norm for children of their age, while in September it was 30 percentiles below that level.

Pupil Records of Educational Behavior[6]

The evaluators could find no documentation in Buros[7] for this extensive individual test (12 categories, over 200 questions many with at least three sub-questions, all with room for "comments"), which was given to the students beginning in the fifth month of the project year to evaluate progress in such areas as (1) copying geometric forms, (2) recognizing colors, (3) recognizing forms, (4) following directions, etc.

The evaluators, upon studying the test, found its content valid for the developmental age of the group. Other evaluations of the test will appear in the Recommendations.

No control group was possible with these children as the project taught all pupils in whatever they were deficient as assessed by pre-testing data and interviews.

However, the group of students that entered the project late in April, 1974, could be used for the purpose of making comparisons. The April students were, as the original group, a self-selected group of the same composition as the original (September) group.

The $\bar{X}$ scores in the four main areas assessed by the P.R.E.B., as well as the total $\bar{X}$ scores, are presented in Table 4. The maximum score possible for each section is indicated along with the name of the category.

TABLE 4
P.R.E.B. MEAN SCORES AND MEAN SCORE DIFFERENCES, BY CATEGORIES, BASED UPON DATA FOR SEPTEMBER AND APRIL PUPILS; MAY 1974 TESTING

Group	N	Visual-Motor Perception (75)	Auditory Perception (20)	Language Development (26)	Math Concepts (31)	Total (152)
Sept.	33	53.14	12.56	17.55	25.23	108.48
April	23	39.61	6.52*	13.09	2.78	89.39*
Difference		13.53	6.04	4.46	22.45	19.38

*Extrapolated, as "Listening" not given this group.

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6 Ruth Cheves. P.R.E.B. Teaching Resources Co., 100 Boylston St., Boston, Mass.; 1971. Time magazine sponsors the company.

7 Oscar Buros. The Seventh Mental Measurements Yearbook: Vols. I and II. The Gryphon Press, Hyland Park, N.J.; 1972.

The students entering Early Childhood in April were able to answer only 59 percent of the questions correctly; those who had been in the project nine months scored 71 percent, which in any "school" setting is considered acceptable for passing--in this case the readiness skills needed to succeed in the "advanced placement" of kindergarten were met.

NON-STATISTICAL EVALUATION

General Comments

Some unobtrusive, non-statistical, measurements of the project are listed below:

(1) Thirteen children entered the project at the acceptable four year old chronological age, but with mental ages in the two year old bracket. These children had not been toilet-trained, but they were by Christmas.

(2) At no place visited were any complaints lodged against the large group of children. In appropriate situations each child said his or her thanks before leaving.

(3) No student dropped from the project after entering.

(4) No parent in the project was a "rider"--all worked.

(5) There are over 150 applications on file from the same neighborhood for next year's program.

Parental Involvement

An essential component of the project was the involvement of parents: this was explained to the parents when they enrolled their children. Since the X age of project parents was under 25, and the average number of children per project parent was under 2.5, they were both interested and free to attend all activities of their children. From 86 children, none of which were from the same family except a pair of twins, over a hundred parents (mothers and fathers) attended the meetings and served as chaperones on a regular basis on the project's trips.

The formal parent group, complete with elected officers (two of whom were fathers), met regularly once a month to plan student and parent activities, and to discuss child-related problems shared by all. As these parents, on the whole, had missed many positive activities which could enrich their relationships with their children, there were adult activities "for parents only." Among them were pot-luck luncheon meetings, visits to the American Theatre, Admiral boat trip (excursion boat on Mississippi River). etc. These enriching experiences established the parents as a special group in which membership connoted a close association and work with the project.

RECOMMENDATIONS

There are only two recommendations to be made for this excellent pre-school program. They are:

(1) Drop the P.R.E.B. Regardless of the definitiveness of its evaluations, it is much too long for pre-school children to take and too long for the personnel to give while teaching. There are many other excellent tests, such as the I.T.P.A. (which was validated in East St. Louis with the assistance of the Administrative Assistant in Charge of Early Childhood Education), that are not as long or as time-consuming, but equally as definitive and valid.

(2) As soon as possible, without interrupting the project, this project should be funded only from the Urban-Rural Grant, not Title I, as it does not serve children of State-mandated public school age. There should be no difficulty in having this done as there are sufficient funds and the project was written originally under the Urban-Rural Grant, whose present emphasis is on assisting in early childhood development.

KINDERGARTEN ENRICHMENT

240 North Sixth Street
Phone: 618-875-8800

Miss Vivian Adams, Adm. Asst. in Charge of
Kindergarten Enrichment

KINDERGARTEN ENRICHMENT

Time: Regular Term

Eligible Title I Students Served: 159

Number of Title I Schools Served: 8

Staff:

1 Director (Paid By District 189)
6 Federally Paid Full Year Teachers
1 Substitute Teacher (Beginning in February 1974)
7 Teacher Aides
1 Home Visitor (an Aide), shared with Early Childhood Education
1 Custodian

Inservice:

Weekly: All staff, 2 hours, problems of Kindergarten Enrichment and demonstrations of exemplary teaching.

Monthly: One day workshops, unless otherwise specified, shared with Early Childhood Education.

Sept.,	"Art for Aides." - 2 days.
Oct.,	"Principles of Growth and Development."
Nov.,	"Human Relationships, School Philosophy."
Dec.,	"Functions of Auxiliaries."
Jan.,	"Audio-Visual."
Feb.,	"Library Work."
March,	"Special Services" and "Reading Readiness."
April,	"Clerical Skills for Aides: Record Keeping."
May,	"Parent Conferences."

OVERVIEW

Introduction

All documentation in the evaluation on Early Childhood Education which is pertinent to this companion project will not be repeated, so reference to the appropriate sections in Early Childhood should be made concerning: field trips, monthly experiences, parental experiences, as well as the use of much of the extensive learning materials. All these were shared with Early Childhood Education as this project was designed to enrich the kindergarten experiences of the students in the high poverty index schools, as was Early Childhood in which the Kindergarten Enrichment students had not been enrolled.

Rationale For Project

The generally stated purpose of this program, which was supplementary to the regular kindergarten program, was to increase the lower rated children's chances of success in the first grade by (1) improving their competency in the communication readiness skills of listening, speaking, and the pre-reading and number readiness skills, and (2) supplying experience-related activities. The structure of the communication readiness skills aspect was parallel to that offered in Early Childhood but more in-depth. The "experience-related activities" were those offered in Early Childhood Education.

Locations

At the time of selection of participation all involved schools, both experimental and control, had poverty indices above that of the district average. In different neighborhoods of the target area, five centers at four schools which had adequate room were selected for the implementation of Kindergarten Enrichment, which enrolled 159 kindergarten students. Control groups were selected from five centers at four schools without sufficient room for the project.

Project Personnel

The salaries of the six teachers, seven aides--one for each of four teachers, and two for one teacher who had 40 children all year, and one (shared with Early Childhood) to make home visitations--and one custodian were paid on a full-time basis by the federal fundings. Overtime work--mostly involving Saturday field trips--by the principals and custodians at the experimental schools and by the project teachers, was also federally funded. The Administrative Assistant in Charge of Early Childhood and Kindergarten Enrichment was paid by District 189.

Teachers

Teachers were selected based upon (1) elementary education degrees, (2) experience in primary work, and (3) rapport with children, which was assessed by principal and supervisory reports. All teachers met the three basic requirements.

Aides

The requirement for aides was that they had completed 30 hours in college educational courses.

The seven classroom aides selected were needed to assist in the highly individualized supplementary first grade readiness instruction, based upon need evidenced by the students' individual pre-test scores on the Peabody and the Metropolitan Readiness, and upon the information obtained through the Parental Interview.

The home-visitor contacted parents when specific problems which needed the cooperative efforts of the parents and the project were indicated. Her responsibility was to show the parents that they were needed in the project work through working in the parent-council and/or assisting in project school or field trip activities. She also collated the data from the Parent Questionnaires which the parents filled out three times during the year; these data, added to the insights gained by her visits, helped the teachers in their work with each child.

Testing

Two tests and one interview form were used in order to further match the students in both groups: (1) the Peabody Picture Vocabulary Test and (2) the Metropolitan Readiness Tests, as well as the project constructed Kindergarten Parent Interview form. The Kindergarten Parent Interview form was fully discussed in the companion evaluation so will not be discussed here.

Peabody Picture Vocabulary Test[1]

The Peabody Picture Vocabulary Test was standardized entirely on a white population. Its use with a nearly 100 percent Black population could be a strong indication of the growing realization that the abilities needed to succeed in learning the basic educational skills are the same for all races.

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[1] Lloyd M. Dunn. Peabody Picture Vocabulary Test: American Guidance Service, Inc.; 720 Washington Avenue, S.E., Minneapolis; 1959.

The Peabody is an interesting verbal stimulation test whose items are arranged in increasing difficulty to estimate a child's verbal intelligence.

Correlation of the Peabody Verbal I.Q. estimates with those from the Stanford-Binet results in a coefficient in the low .70s. Scores at this age level on the Peabody should not be considered a permanent, all inclusive intelligence estimate, but it is useful for initial verbal intelligence estimates and matchings.

Metropolitan Readiness Tests[2]

The Metropolitan Readiness Tests, used in the district's kindergarten classes to estimate a child's readiness status for first grade success, gives sub-scores in reading and number readiness, similarities, copying and draw-a-man; these sub-scores should be used by teachers to help individualize work to meet each child's needs. It is an hour test, given in three sittings. Correlation estimates are hazy except with the companion Metropolitan Achievement Tests, where correlation coefficients on on similar subtests average around .72. Raw scores in this test are converted to Letter Ratings, indicating readiness for academic involvement at the first grade level.

Changes During Year

All classes, except that at School No. 3 which had only ten students in September, were overcrowded, especially for the age of the students. After the Urban-Rural funds became available in February, 1974, ten students were taken from each of the rooms in School No. 1, housed in a room especially designed for them in the church adjacent to School No. 1, and the teacher from School No. 3 placed in charge; a fully-qualified substitute replaced her at School No. 3. Since the students had all been pre-tested before these moves were made, test reporting sent this office was left under the original teachers' names. Therefore, no evaluation of teachers from their students' pre-post testing gains is made. The evaluations are based upon comparisons between the whole project group and the whole control group.

Scheduling

The kindergarten students at the four schools received State-mandated District 189 instruction for half a day. Kindergarten Enrichment served each class the other half day. The extended schedule for the normal day, when no trips or special activities were planned, was as follows:

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[2]Gertrude H. Hildreth, et al. Metropolitan Readiness Tests. Harcourt Brace, and World, Inc., 1969.

Kindergarten Enrichment

Time	Activities
12:45 - 1:00	Opening Period Greeting Song Talking Song Flag Song Flag Salute Calendar Attendance
1:00 - 1:35	Reading Readiness and Phonovisual Experiences
1:35 - 1:55	Manuscript and Chart Activities
1:55 - 2:05	Physical Well-Being, Lavatory
2:05 - 2:15	Milk, Cookies, Rest
2:15 - 2:35	Creative Arts, Crafts and Music
2:35 - 2:55	Number Readiness
2:55 - 3:10	Directed Play (Indoors/Outdoors)
3:10 - 3:25	Science Experience/Social Studies
3:25 - 3:40	Poems, Stories, Dramatizations
3:40 - 3:45	Preparation for Dismissal, Collect Work, Get Wraps, Distribute Bulletins, Goodbye Song
3:45 - 4:00	Dismissal

STATISTICAL ANALYSIS AND INTERPRETATION OF DATA

The project administrator reported pre-testing in September, 1973, and posttesting in May, 1974, leaving seven months for instruction. Pre-posttesting results were for 152 (96 percent of enrollment) project students, and for 187 (91 percent) of the Control Group. The Control Group was pre-posttested along with the Project Group, but received only the State-mandated half-day kindergarten program and none of the enrichment activities of the Project Group. As in all testing results, it must be understood that the students in the Control Schools receive a half-day of kindergarten experiences, so gains are expected. The evaluation concerns the additional gains made through the enrichment furnished by the project.

Peabody Picture Vocabulary Test

No pre-posttest Peabody scores for Schools No. 2 or No. 3 were reported from District 189's Testing Department.

Table 1 documents the Peabody posttest scores and the gains made by each subgroup in the Project and Control Groups and the total for each as well as the performance percentile for their age in which the students ranked at posttest time.

TABLE 1
MEAN POSTTEST SCORES AND SCORE GAINS ON THE PEABODY VOCABULARY TEST. BASED UPON 1973-1974 DATA

Center	Number of Students	Chronological Age $\bar{X}$	Mental Age $\bar{X}$	Mental Age $\bar{X}$ Gain	I.Q. $\bar{X}$	I.Q. $\bar{X}$ Gain	Percentile $\bar{X}$	Percentile $\bar{X}$ Gain
PROJECT GROUPS								
1 A	32	6-1	5-6	+0-9	94	+8	39	+15
1 B	30	6-0	4-9	+0-11	84	+5	25	+ 8
4	33	5-9	5-6	+0-9	94	+5	40	+11
Total Means and Mean Gains	95(60%)	6-0	5-4	+0-10	91	+6	35	+13
CONTROL GROUPS								
5 A	20	6-1	4-3	+1-2	78	+1	17	+ 4
5 B	19	6-1	4-6	+0-7	83	0	31	+ 9
6	17	6-0	4-8	+0-3	89	-3	20	0
7	9	5-9	5-2	+0-1	76	+2	22	0
8	24	6-1	5-4	+1-2	89	+4	17	- 8
Total Means and Mean Gains	89 (43%)	6-1	4-9	+0-6	83	+1	25	+ 1

The most pertinent data in Table 1 concerns the 6 point increase in I.Q., and the 13 percentile gain made by the project group which moved the group to within 15 percentile points of the norm set by the Peabody. The control group gained one $\bar{X}$ I.Q. point raise, and one percentile point raise, which put it at half the norm. With reference to the Project Group's $\bar{X}$ I.Q. score above that of the Control Groups, see the I.Q. study

in the Research Section of this Evaluation Report.

Metropolitan Readiness Test

Metropolitan pre-posttest scores were reported on 152 (97 percent of enrollment) Kindergarten Enrichment students and 187 (91 percent) of the Control Group, an exceedingly high testing percentage, adding much to the validity of the results. Table 2 reports pre-and posttest Xs of the Project and Control Groups.

TABLE 2
METROPOLITAN READINESS TEST, PRE- AND POSTTEST MEANS
BASED UPON SEPTEMBER 1973 AND MAY 1974 DATA

School	Number of Students	Letter Rating Pre	Letter Rating Post	Reading Status Pre	Reading Status Post	Percentile Rank Pre	Percentile Rank Post	Rank Gain
PROJECT GROUPS								
1 A	33	C	B	Average	High Normal	63	71	8
1 B	32	C	B	Average	High Normal	42	83	41
2	41	C	A	Average	Superior	42	91	49
3	12	B	A	High Normal	Superior	77	94	17
4	34	C	B	Average	High Normal	44	79	35
Total Means and Gains	152	C	B+	Average	High Normal	55	84	29
CONTROL GROUPS								
5A	32	D	C	Low Normal	Average	20	42	20
5B	37	C	C	Average	Average	31	59	28
6	56	D	C	Low Normal	Average	26	48	22
7	39	C	C	Average	Average	40	61	21
8	23	C	C	Average	Average	35	61	26
Total Means and Gains	187	C-	C	Average	Average	30	54	24

On the Metropolitan, the Project Groups and Control Groups made approximately the same mean percentile gains (Project, 29; Controls, 24), but the Project Groups began at higher ranks than did the Control Groups. At the end of the year the Control Groups ranked where the Project Groups did at the beginning.

Project Teacher 2, who had 41 students, produced both the highest $\bar{X}$ raw score (24.96) and $\bar{X}$ percentile (49) gains. Since there was no room at the school to split the room she was given two exceptionally well-trained teacher aides to assist her. As all three "teachers" were superior they were able to handle the load.

Parental Interview Responses

The only noticeable differences in the responses on the Parent Interview by the Early Childhood and the Kindergarten Enrichment parents were in the items concerning the age of parents. The $\bar{X}$ age for parents of pupils in Kindergarten Enrichment was approximately one year higher than for Early Childhood, and in the $\bar{X}$ number of children per family in Kindergarten Enrichment which was .4 higher than in Early Childhood.

NON-STATISTICAL EVALUATION

Unexpected monitoring visits always found two variables present which offered "unobtrusive evaluations":

(1) The students and teachers were always busy in well-directed activities, based upon sequential lesson plans, and

(2) The students and teachers were enjoying each other and themselves while working.

Based upon the testing documentation, especially that of the Metropolitan upon which were assessments of 97 percent of the students, the Kindergarten Enrichment accomplished its behavioral goal of preparing its students to enter the first grade with higher than average readiness: all project groups were above average at posttest time. Based upon the same documentation it may be safely assumed that if the Control Group had been given the extra half day of Kindergarten Enrichment it, too, would have arrived at posttest time with higher than average scores, since the gains it made in half a day were equable.

RECOMMENDATIONS

It is recommended that the services of Kindergarten Enrichment be extended to as many District 189 Title I area kindergartens which the following qualifications allow:

(1) If the funding is "available"; and

(2) If the space at the schools is available so that teachers need not have such heavy enrollments as they did this year. Just because a teacher can handle such a load is no recommendation that she should; and

(3) Further selection of rooms to be served should be from those intact rooms where the children test lowest on the Metropolitan. The rooms served by the project have been those already at "Average"; it is commendable to raise them to "Above Average" and "Superior," but those "Below Average" need to be brought to "Average" so that they will not have any trouble performing in school. That they can so gain is evident in the equable Project and Control gains made this year.

PART IV.

TITLE I

SPECIAL RESEARCH

STUDIES

RESEARCH STUDIES

No research studies in Title I of District 189 are approved by this department if they take teaching time from the children involved. All of the project children are those in need of extra help and are not enrolled to be "guinea pigs" for graduate papers of any employees of the district or of universities which they attend.

The included studies by this department did not use any teaching time, but were done to verify need of extended Title I fundings in the district, or in satisfying pertinent questions concerning the project.

Each study will define its rationale.

The Follow-Through study not included (see Preface for explanation) will be picked up again next year. Last year's extensive Follow-Through Follow-Up Study is still available on request.

BIRTH ORDER STUDY

Cooperating Projects

C.E.P.T.

Conquest

Countdown

Early Childhood and
Kindergarten Enrichment

Re-Entry

Speak

3V

OVERVIEW

Introduction

The first Birth Order Study involving the pupils in Title I projects in District 189, East St. Louis, Illinois, appeared in the 1971-72 Evaluation Report, E.S.E.A., Title I. This initial investigation concerned only those pupils contained in the unduplicated count[1] reported for Project Conquest and Project Countdown.

The 1971-72 study was initiated by interest aroused through reading a paper by Dr. Burton White[2]. Dr. White--as well as numerous other psychologists and learning theorists--contends that the attention and time mothers have to devote to their first-borns help these children to succeed in school work, and prevent the majority of them for needing academic remediation. By the time first-borns arrive at school the majority of them have acquired two skills essential for school success: (1) how to obtain and maintain the attention of adults through socially acceptable ways and (2) linguistic competency.

The study which appeared in the 1972-73 Evaluation Report was more extensive and included all Title I instructionally-based projects, including Early Childhood Education and Kindergarten Enrichment from the Urban and Rural Grants (X3-004 and X3-005). The 1971-72 study included 1,609 children, and the 1972-73 study included a total unduplicated count of 1,895. The present study used the total number of pupils in each project--duplications were not eliminated. The investigators believed that a more valid population composition of the various Title I and Urban and Rural Grants projects would be possible if it were truly representative of all pupils involved. Therefore, the 1973-74 Birth Order Study is based on a Title I duplicated count of 4,362 children, and 215 children participating in the Urban and Rural Grants programs, upon whom information was available.

The present 1973-74 Birth Order Study has been expanded to include not only the 4,577 children in Title I and children from Urban and Rural Grants projects, but encompasses populations from schools not considered

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[1] Children attending more than one project are counted only once in the "unduplicated count." All children in Conquest are in the "unduplicated count"; those in Countdown and not in Conquest are "unduplicated," as are those in Speak who are not in Conquest and Countdown. No 3V student is "unduplicated." All other projects listed are "unduplicated."

[2] Burton L. White. Fundamental Early Environmental Influences on the Development of Competence: Pre-School Project Laboratory of Human Development: Harvard University Graduate School of Education, Princeton, N.J., 1972.

"disadvantaged" (836 children). The following table presents the classifications of pupils participating in Title I (duplicated count) and the Urban and Rural Grants projects, as well as the 836 pupils from the "Advantaged" schools.

As this study was slowly expanded from year to year the number of variables examined was also increased. The 1971-72 report limited itself to an assessment of the percent of children in the different birth order classifications (first born, second born, third born, etc.). The 1972-73 Study included not only the birth order of children in the Title I and Urban and Rural Grants projects, but also the number of sisters and brothers in each family.

As stated in the 1972-73 Evaluation Report (p. 190):

> ...the parellelism between the original study in 1971-72 and this study which has been expanded, opens the door to further analysis in 1973-74. The present findings can help in the documentation of applications for additional fundings, and in the incorporation of the teaching of 'first-born skills' to the project children in the remedial assistance given them.

Populations Used In The 1973-74 Birth Order Study

TABLE 1
BREAKDOWN OF POPULATIONS BY PROJECT OR ECONOMIC AREA, BY GRADE LEVEL (ELEMENTARY OR SECONDARY), AND BY TYPE (PUBLIC OR PAROCHIAL)

Economic Area or Federal Project	Elementary		Secondary	
	Public	Parochial	Public	Parochial
"Advantaged" Schools:				
1	225	--	--	--
2	349			
3	262			
Federal Programs				
Title I Projects:				
C.E.P.T.			108	--
Conquest	946	58	28	--
Countdown	1,193	33	--	--
Re-Entry			131	--
Speak	710	--	186	--
3V	969	--	--	--
Urban and Rural Grants:				
Early Childhood	72*			221
Kindergarten Enrichment	143*			
Total	4,869	91	453	--

*Pre-School

The results of the analysis of the family size (number of children per family) and the birth order classifications (first born, second born, etc.) of the populations included in the preceding table will be presented according to the area and grade level classifications indicated. Except for an occasional table, the data will be presented in cumulative frequency charts for the number of children per family, and the birth orders of the populations studied.

FAMILY SIZE

Pre-School and Elementary

Pre-School and Elementary Public School Projects

As indicated in the following table seventy-two percent of the pupils in the pre-school projects (Early Childhood and Kindergarten Enrichment) and the elementary Title I projects (Conquest, Countdown, Speak, 3V) came from homes where there were from three to eight children.

The number of children per family in this group ranged from one to twenty-one. Only 3.1 percent were only children; the percentages reported for families with 2,3,4, etc., continued to increase, with the largest percentages reported for families with from four to eight children.

TABLE 2

PERCENTAGE OF FAMILIES WITH ONE, TWO, ETC., SIBLINGS IN PUBLIC PRE-SCHOOL AND ELEMENTARY SCHOOLS, BY TITLE I AND URBAN AND RURAL GRANTS PROJECTS. BASED UPON PRE-TEST DATA 1973-74

Title I Project.	Total Percentage of Siblings in Family																			Based on N of:
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	21	
Early Childhood	11.1	30.6	18.0	8.3	11.1	11.1	1.4	2.8	1.4	2.8	1.4	--	--	--	--	--	--	--	--	--	72
Kindergarten	7.0	25.3	24.6	11.9	9.2	7.0	7.0	1.4	2.8	2.8	.0	1.0	--	--	--	--	--	--	--	--	143
Conquest	2.5	8.0	9.2	12.8	14.0	15.6	10.5	8.7	7.0	5.0	2.7	2.6	.7	.4	.2	.1	--	--	--	--	946
Countdown	2.4	7.0	9.2	16.7	14.0	13.7	10.4	9.6	5.1	4.9	2.6	2.0	.9	.9	--	.4	.1	.1	--	--	1,193
Speak	3.0	6.5	8.2	13.7	14.1	15.3	10.1	10.1	6.6	3.2	4.2	2.8	1.2	.3	.4	.1	--	--.	1	.1	710
3V	4.7	8.0	11.1	13.5	14.0	15.5	10.6	6.8	6.0	4.3	1.9	1.7	1.2	.4	.2	.1	--	--	--.	.1	969
Percent of Total N of 4,033 N:	120	283	363	547	535	567	398	335	232	171	105	85	38	21	11	4	1	0	1	2	4,033
%	3.1	7.4	9.5	14.4	14.1	14.8	10.4	8.8	6.1	4.5	2.7	2.2	1.0	.5	.3	.1	.025	.0	.025	.05	100.0

Parochial Elementary Pupils In Title I Projects

Families with one to four children accounted for 68.4 percent of this population. As reported in Table 3 the largest percentages were reported for families with two children (25.4%) and three children (19.9%). The remaining 31.6 percent was almost equally divided between families with 5 children (7.6%), 6 (7.6%), 7 (6.6%), and 8 (7.6%). Only two of the pupils from this population came from families with nine children.

The number of children per family ranged from one to nine, with 12.1 percent being the only child in the family. This range is less than one-half the range reported for the Title I pre-school and elementary pupils. The following table gives the percentages by projects and a composite number for each family size and its percentage of the total number in this classification.

TABLE 3
PERCENTAGE OF FAMILIES WITH ONE, TWO, ETC.. SIBLINGS IN PAROCHIAL SCHOOLS, BY TITLE I PROJECTS. BASED UPON PRE-TEST DATA, 1973-74

Title I Project	Percentage of Families with 1,2, Etc. Children									Total	
	1	2	3	4	5	6	7	8	9	N	%
Conquest	8.8	29.4	20.9	13.8	3.3	3.3	6.9	10.3	3.3	58	63.7
Speak	18.2	18.2	18.2	6.0	15.2	15.2	6.0	3.0	--	33	36.3
N	11	23	18	10	7	7	6	7	2	91	
%	12.1	25.4	19.9	11.0	7.6	7.6	6.6	7.6	2.2		100.0

"Advantaged" Schools

The families with two (20.6%), three (26.4%), and four (17.8%) children per family accounted for 64.8% of this population. Nine percent (9.0) were only children, and the next largest percentages were reported for families with five children (9.4%), and six children (8.0%). The breakdown of the remaining 8.8 percent of this population was 3.2 percent with 7 children, 3.2 with eight, .7 percent with nine, one percent with ten, one-tenth of one percent had eleven and another one-tenth of one percent had eleven and another one-tenth of one percent had twelve children per family, and four pupils (.5 percent) came from families with fourteen children. Therefore, the number of children per family in this classification ranged from one to fourteen children per family.

TABLE 4

NUMBER AND PERCENT OF FAMILIES WITH ONE, TWO, ETC., SIBLINGS WHO ATTEND PUBLIC ELEMENTARY SCHOOLS LOCATED IN "ADVANTAGED" AREAS IN EAST ST. LOUIS AND ST. LOUIS COUNTY, 1973-74

"Advantaged" Schools		Number and Percent of Siblings in Family														Total	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	N	%
1	N	15	41	53	34	30	30	7	13	2	-	-	-	-	-	225	
	%	6.7	18.2	23.6	15.1	13.3	13.3	3.1	5.8	.9	-	-	-	-	-		26.9
2	N	20	62	98	72	35	22	16	10	4	8	1	1	-	-	349	
	%	5.7	17.8	28.1	20.6	10.0	6.3	4.6	2.9	1.1	2.3	.3	.3	-	-		41.8
3	N	40	69	69	43	14	15	4	4	-	-	-	-	-	4	262	
	%	15.3	26.4	26.4	16.4	5.3	5.7	1.5	1.5	-	-	-	-	-	1.5		31.3
	N	75	172	220	149	79	67	27	27	6	8	1	1	-	4	836	
	%	9.0	20.6	26.4	17.8	9.4	8.0	3.2	3.2	.7	1.0	.1	.1	-	.5		100.0

Summary of Findings for Pre-School and Elementary Pupils

The findings relevant to family size for the classifications in this section indicated that the ranges reported for the number of children per family were not consistent, as reported below:

Classification	Range of Number of Children in Family
Federal Pre-School and Elementary Programs:	
Public Schools	From 1 to 22
Parochial Schools	From 1 to 9
"Advantaged" Schools	From 1 to 15

For the Title I public elementary pupils the largest percentages appear in the families with three to eight children. The average number of children per family for elementary Title I pupils, by projects (excluding pre-school programs), ranged from 5.6 to 6.1 children per family. Their parochial counterparts indicated 3.7 and 3.8 children per family.

The "Advantaged" schools reported averages of 3.2, 3.8, and 3.9 children per family or approximately forty percent less than the average number of children per family reported for Title I elementary public school pupils, but comparable to the averages reported for the Title I parochial elementary pupils.

Secondary

Title I Secondary Projects

As reported in the following table, over fifty percent (53.7) of the pupils participating in Projects C.E.P.T. and Re-Entry came from families that had from four to nine children, the categories with the largest percentages. Twenty-two percent (22.0) came from families with one to four children (including 6.3 percent who were only children) and 16.6 percent came from families with ten to nineteen children.

TABLE 5
PERCENTAGE OF FAMILIES WITH ONE, TWO, ETC., SIBLINGS IN PUBLIC SECONDARY SCHOOLS, BY TITLE I PROJECTS. BASED UPON PRE-TEST DATA, 1973-74

Title I Project	Total Percentage of Siblings in Family																		Based on N of:
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
CEPT	5.6	.9	8.3	10.2	12.0	11.1	13.0	9.2	10.2	6.5	4.6	2.8	2.8	-	1.9	-	.9	-	108
Re-Entry	6.9	15.4	6.1	11.4	9.9	12.2	6.9	11.4	5.3	5.3	6.1	-	.8	1.5	-	-	-	.8	131
Percent of Total No of N:	15	21	17	26	26	28	23	25	18	14	13	3	4	2	2	0	1	1	239
%:	6.3	8.8	7.1	10.9	10.9	11.8	9.6	10.5	7.5	5.9	5.4	1.2	1.7	.8	.8	.0	.4	.4	100.0

Secondary Pupils Participating in Other Title I Projects.

In comparing these secondary pupils who participate in Conquest and Speak with pupils in C.E.P.T. and Re-Entry the following was noted:

TABLE 6
PERCENTAGES OF FAMILIES WITH 1 TO 4, 4 TO 9 AND 10 TO 21 CHILDREN

	Percentage of Families With:		
	1 to 4 Children	4 to 9 Children	10 to 21 Children
Conquest and Speak	22.4	60.7	16.0
C.E.P.T. and Re-Entry	22.0	53.7	16.6

The data on family-size reported on these two groups of secondary pupils appear to be comparable, with both groups having the largest concentration of their populations coming from families with four to nine children. A breakdown of the percentages of family size is included in the following table.

TABLE 7
PERCENTAGE OF FAMILIES WITH ONE, TWO, ETC., CHILDREN
IN SECONDARY SCHOOLS RECEIVING TITLE I SERVICES

		Percentage of Families With 1, 2, etc., Children (Number of Children in Family)																Total	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	---	20	N	%
Conquest																			
	N	0	4	1	4	4	6	3	3	2	1	-	-	-	-	---	-	28	
	%	.0	14.3	3.6	14.3	14.3	21.3	10.7	10.7	7.2	3.6								100.0
Speak:																			
	N	7	15	21	13	23	25	28	21	11	11	6	3	0	1	---	1	186	
	%	3.8	8.1	11.3	6.9	12.4	13.4	15.2	11.3	5.9	5.9	3.2	1.6	0	.5	---	.5		100.0
	N	7	19	22	17	27	31	31	24	13	12	6	3	0	1	---	1	214	
	%	3.2	8.9	10.3	7.9	12.6	14.5	14.5	11.2	6.1	5.6	2.8	1.4	-	.5	---	.5		100.0

Summary of Findings For Secondary Pupils

The foregoing descriptions of the two secondary school populations indicate that they came from comparable populations. The largest percentages were reported for families with three to eight children per family for both groups of secondary students.

Summary of Findings on Family Size

When comparing the findings reported for the public school elementary pupils and those for the secondary, it will be noted that the elementary and secondary pupils participating in federal projects were comparable. Seventy-five percent of the elementary and secondary public school children came from families with from one to a little over seven children, while 75 percent of the elementary parochial pupils participating in federal projects and elementary pupils from "Advantaged" schools came from families with from one to a little over four children per family. Further comparisons could be made, but it is obvious from the data presented in the tables together with the frequency distribution charts prepared on these populations that the participants in the federal projects at public schools came from families with a much larger number of children per family.

Figure 1 shows that the average number of children per family that participate in Title I projects has changed only slightly since the 1972-73 study.[3] The 1973-74 range in average number of children per family in Title I elementary programs in public schools was from 5.6 to 6.1, and the 1972-73 average ranges from 5.3 to 6.3. The range of the average number of children per family for the two secondary education programs were: C.E.P.T., 1973-74, 6.9 and 1972-73 6.4, and Re-Entry, 1973-74, 5.8, and 1972-73, 6.3.

Based upon the above findings the results obtained from the duplicated count (1973-74) differed only slightly from the findings of 1972-73 which used the "unduplicated" count.

In comparing the average number of children per family in both elementary and secondary Title I projects, the findings indicate that at both levels the average is at least 6 children per family.

The average number of children per family for parochial pupils in Title I elementary projects, and from the "Advantaged" schools in East St. Louis ranged from 3.7 to 3.8, and the pupils from the St. Louis County elementary school had the lowest average of 3.2 children per family. When

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[3] Wherever possible, the average number of children per family is given for 1972-73 as well as 1973-74. However, due to the fact that the 1973-74 study has been expanded, averages for some categories were not available for 1972-73.

considering the populations studied in this area, a lower average number of children per family was not an unexpected result since these schools were representative of the middle class strata of our society which supports the fact that the birth rate has declined appreciably over the past decade.

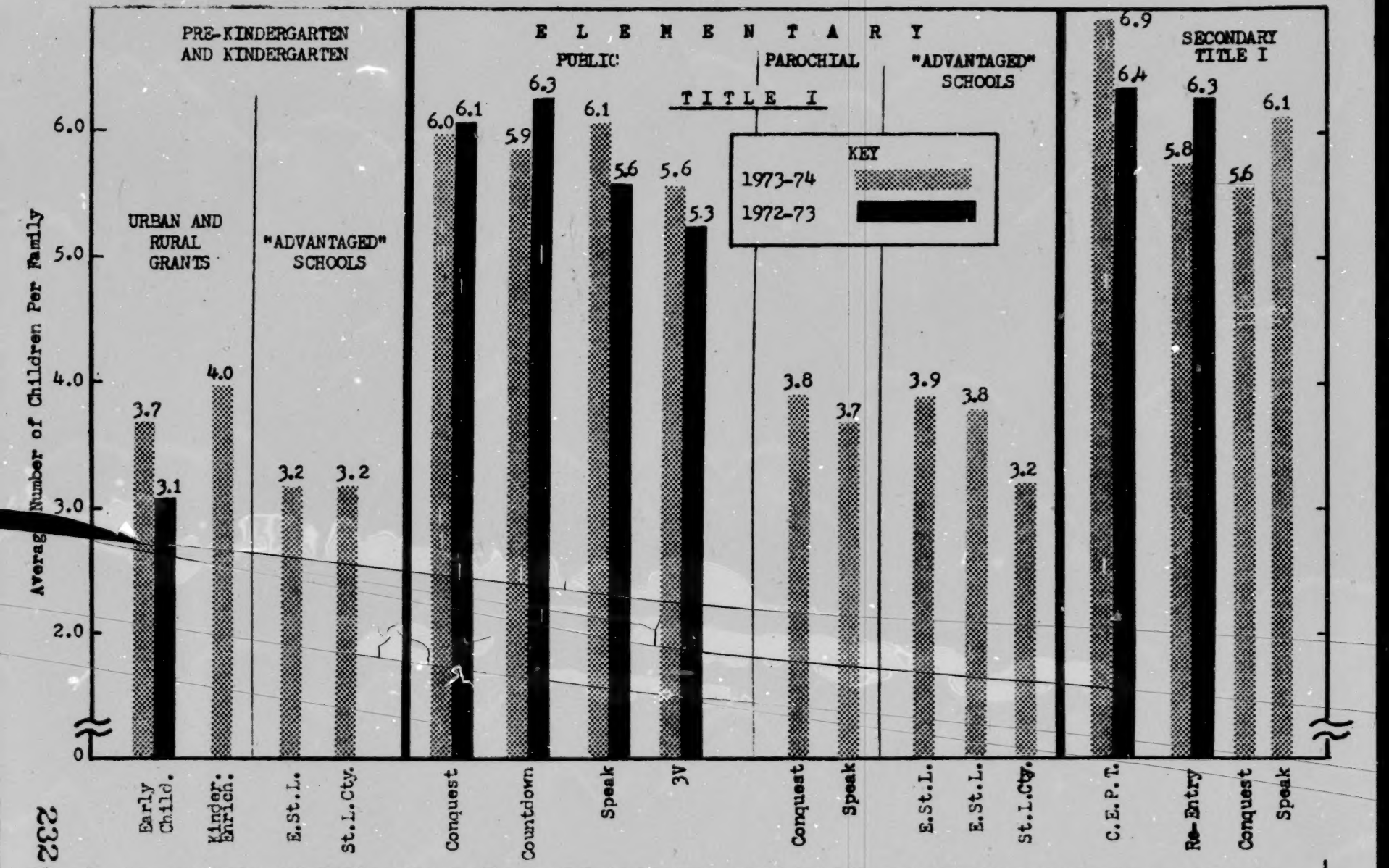

Fig. 1. Average Number of Children Per Family In Title I Projects, District 189, and "Advantaged" Schools In St. Louis County and East St. Louis, Illinois.

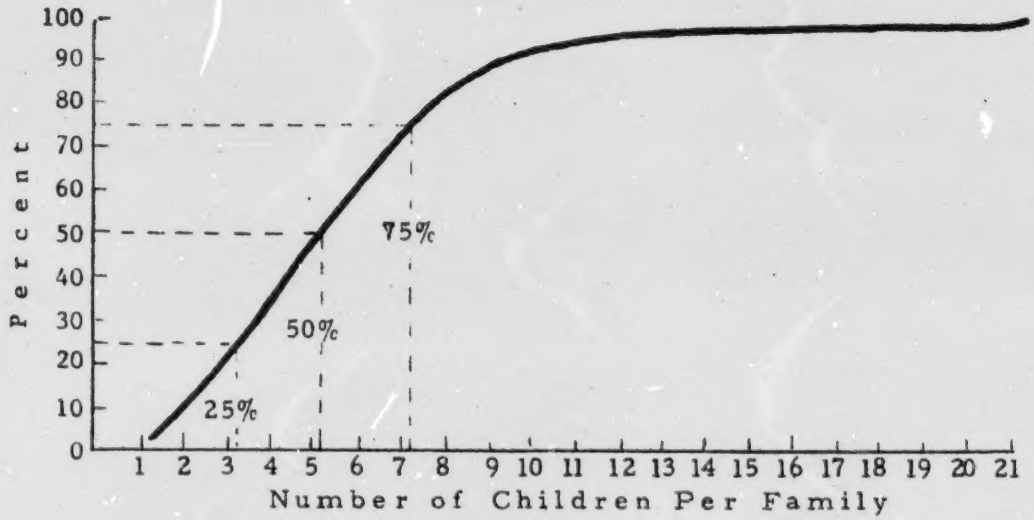

Fig. 2. Cumulative Frequency Chart of the Percentages of Pre-School and Elementary Public School Children in Federal Projects Who Came From Families With One or More Children.

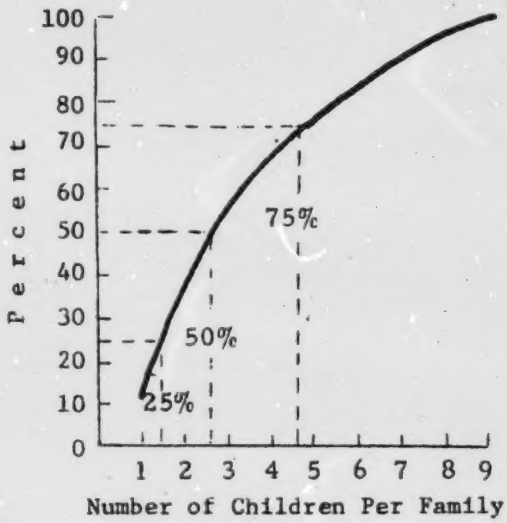

Fig. 3. Percentages of Elementary Parochial Pupils in Title I Who Came From Families With One or More Children.

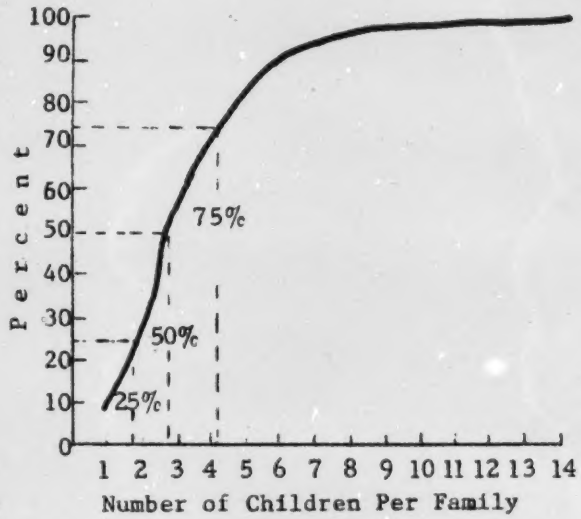

Fig. 4. Percentages of Elementary Pupils In "Advantaged" Schools Who Came From Families With One or More Children.

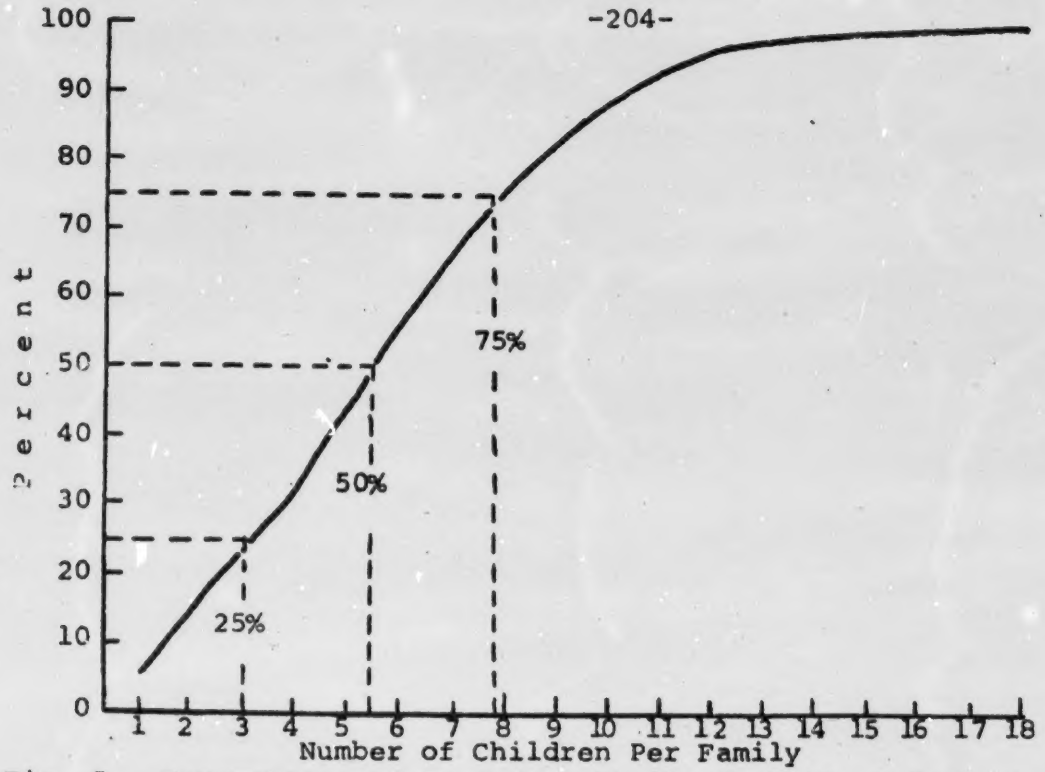

Fig. 5. Percentages of Secondary Pupils in Title I Projects (C.E.P.T. and Re-Entry) Who Came From Families With One or More Children.

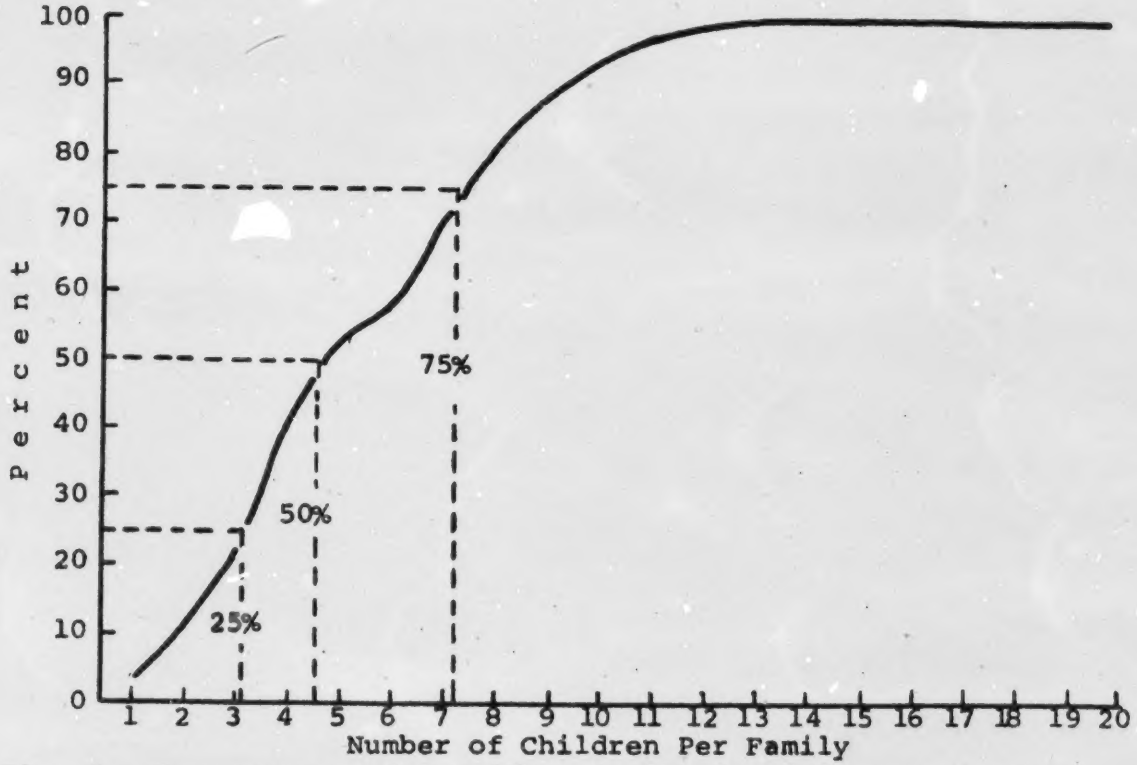

Fig. 6. Percentages of Secondary Pupils in Title I Projects (Conquest and Speak) Who Came From Families With One or More Children.

BIRTH ORDER

The presentation of the findings for the birth order (first born, second born, third born, etc.) of the populations included in this study will follow the format used in presenting the findings on family size, which utilizes the population classifications identified in Table 1.

Pre-School and Elementary

Pre-School and Elementary Public School Projects

Nineteen percent (19.0), the largest percentage reported, occurred in the first born category, or 2.4 percent less than reported for the comparable group in 1972-73. Only 3.1 percent of the 4,033 subjects used in this study were only children.

The first five birth order classifications in 1973-74 accounted for 76.8 percent of the 4,033 subjects studied which is comparable to the 79.0 percent for the same categories reported in the 1972-73 study.

The sixth born category had the next largest percentage (8.3%) which was six-tenths of a percent over 1972-73 (7.7%). As indicated in the following table, there were more birth order categories reported in 1973-74, first order through the seventeenth order, while the 1972-73 study did not have any subjects in the 13th through 17th birth order categories but had one in the 19th birth order classification. From the seventh order on, the 1973-74 study included 14.9 percent and for 1972-73 the percentage was 13.3.

The birth orders of pre-school and elementary public school children participating in federal projects are presented in Table 8. Eighty-five and one-tenth percent (85.1) of this population is covered by the first six birth order categories, while 86.7 percent fell within these categories in 1972-73. In 1973-74, the largest percentage was reported for first born (19.0%), second born (17.7%), third born (15.7%).

TABLE 8

NUMBER AND PERCENT OF CHILDREN IN EACH BIRTH ORDER CATEGORY (1ST, 2ND, 3RD, ETC.) IN PUBLIC ELEMENTARY SCHOOLS SERVED BY TITLE I AND URBAN AND RURAL GRANTS PROJECTS. BASED UPON PRE-TEST DATA.

Title I Project		Birth Order Category																		Total	
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th	17th	19th	N	%
Early Childhood	N	18	26	8	5	6	3	1	1	3	1	-	-	-	-	-	-	-	-	72	1.7
	%	25.0	36.1	11.1	6.9	8.3	4.2	1.4	1.4	4.2	1.4	-	-	-	-	-	-	-	-		
Kindergarten	N	52	29	20	9	11	5	8	2	3	2	2	-	-	-	-	-	-	-	143	3.3
	%	36.4	20.3	13.9	6.3	7.7	3.5	5.6	1.4	2.1	1.4	1.4	-	-	-	-	-	-	-		
Conquest	N	164	143	144	141	103	99	50	41	27	14	8	7	2	2	1	-	-	-	946	22.2
	%	17.4	15.1	15.2	14.9	10.9	10.5	5.3	4.3	2.9	1.5	.8	.7	.2	.2	.1					
Countdown	N	202	211	210	173	122	98	67	40	30	18	11	4	4	1	-	1	1	-	1,193	27.9
	%	16.9	17.7	17.6	14.6	10.2	8.2	5.6	3.4	2.5	1.5	.9	.3	.3	.1	-	.1	.1	-		
Speak	N	131	123	97	103	81	59	48	23	21	12	4	2	5	-	1	-	-	-	710	16.6
	%	18.4	17.3	13.7	14.5	11.4	8.3	6.8	3.2	3.0	1.7	.6	.3	.7	-	.1	-	-	-		
3V	N	201	179	156	115	117	72	53	33	18	11	7	4	1	1	1	-	-	-	969	22.7
	%	20.7	185	16.1	11.9	12.1	7.4	5.5	3.4	1.9	1.1	.7	.4	.1	.1	.1	-	-	-		
Percent of Total N of 4,033 (1973-74)	N	768	711	635	546	440	336	227	140	102	58	32	17	12	4	3	1	1	-	4,033	100.0
	%	19.0	17.7	15.7	13.5	10.9	8.3	5.6	3.5	2.5	1.4	.8	.5	.4	.1	.05	.025	.025	-		
1,550 (1972-73)	%	21.4	16.3	17.7	13.2	10.4	7.7	5.3	3.2	2.5	1.2	.6	.4	-	-	-	-	—	.1		

Parochial Elementary Pupils In Title I Projects

The percentages reported for the first and second born parochial pupils were considerably different than the percentages reported for the public pre-school and elementary subjects. Over sixty percent (60.5%) were in the 1st order (34.1%) and 2nd order (26.4%); only 44.7% were reported for these first two birth orders for their counterparts in public schools. As reported in the table below, 12.1 percent were third order children, 5.5 percent in the fourth order, etc. The number of birth order classifications was considerably smaller for this group and ranged from first order to eighth order children, which is approximately 50 percent fewer categories than reported for the public school children.

TABLE 9
NUMBER AND PERCENT OF CHILDREN IN EACH BIRTH ORDER CATEGORY (1ST, 2ND, 3RD, ETC.) IN PAROCHIAL SCHOOLS, BY TITLE I PROJECTS, BASED UPON PRE-TEST DATA.

Title I Project		Birth Order Category								Total	
		1st	2nd	3rd	4th	5th	6th	7th	8th	N	%
Conquest	N	19	15	8	3	3	2	4	4	58	
	%	32.8	25.9	13.8	5.2	5.2	3.3	6.9	6.9		63.7
Speak	N	12	9	3	2	3	1	3	-	33	
	%	36.3	27.3	9.1	6.1	9.1	3.0	9.1	-		36.3
	N	31	24	11	5	6	3	7	4	91	
	%	34.1	26.4	12.1	5.5	6.6	3.3	7.6	4.4		100.0

"Advantaged" Schools

The percentages reported for the birth order categories, as indicated in the following table, were comparable to those reported for the elementary Title I pupils in parochial schools. As indicated in the table these percentages were comparable to those reported for the elementary Title I pupils in parochial schools. Fifty-nine and one tenth (59.1) percent were in the first and second birth order categories. However, this group differed from the parochial elementary subjects in the number of birth orders included (1st through 13th for "Advantaged" and 1st through 8th for parochial).

TABLE 10
NUMBER AND PERCENT OF CHILDREN IN EACH BIRTH ORDER CATEGORY
(1ST, 2ND, 3RD, ETC.) BY SCHOOLS IN "ADVANTAGED" AREAS.

"Advantaged" Schools		Birth Order Categories													Total	
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	N	%
1	N	74	52	39	25	20	7	5	3	-	-	-	-	-	225	
	%	32.9	23.2	17.3	11.1	8.9	3.1	2.2	1.3	-	-					26.9
2	N	120	90	55	41	16	11	5	2	6	2	1	-	-	349	
	%	34.4	25.8	15.8	11.7	4.6	3.1	1.4	.6	1.7	.6	.3	-	-		41.8
3	N	86	72	44	29	10	11	4	2	0	1	1	1	1	262	
	%	32.8	27.5	16.8	11.1	3.8	4.2	1.5	.7	.0	.4	.4	.4	.4		31.3
	N	280	214	138	95	46	29	14	7	6	3	2	1	1	836	
	%	33.5	25.6	16.5	11.4	5.5	3.5	1.7	.8	.7	.4	.2	.1	.1		100.0

Secondary

Title I Secondary Projects

As reported in the following table, 80.4 percent of the students in C.E.P.T. and Re-Entry fall within the first five birth order categories; in 1972-73, 84.9 percent fell within these categories. The 1973-74 percentages reported for the various birth order categories for these two programs appear to be comparable. The largest percentages reported for both programs were for first born children (C.E.P.T., 21.4 percent; Re-Entry, 26.0 percent). The next highest percentages were for second born, third born, and fourth born. In view of the fact that pupils in these programs came from very large families (C.E.P.T.'s average number of children per family was 6.9; Re-Entry's average was 5.8) it is not surprising that such a large percent were first born.

Normally, as family size increases, more responsibilities are incumbent upon the first child. In a poverty area where money for the barest essentials is seldom sufficient, the eldest child is the first to feel the pressure to "drop out" of school, either to supplement the family income or to live apart. This reality was documented by Re-Entry students as a primary variable in their leaving school before completing high school.

In the poverty area, extended families often live in a house or "rooms" that allow insufficient privacy. The oldest child is privy to all natural acts, including that leading to conception. This first-hand knowledge, coupled with adolescent biological urges and the desire for something of her very own, have been important variables leading to the pregnancy of C.E.P.T. girls.

TABLE 11

NUMBER AND PERCENT OF CHILDREN IN EACH BIRTH ORDER CATEGORY (1ST, 2ND, 3RD, ETC.) IN PUBLIC SECONDARY SCHOOLS SERVED BY TITLE I PROJECTS. BASED UPON PRE-TEST DATA.

Title I Project		Birth Order Category																	Total	
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th	17th	18th	N	%
C.E.P.T.	N	23	21	16	15	11	7	5	4	1	3	1	-	1	-	-	-	-	-	108	
	%	21.4	19.4	14.8	13.9	10.2	6.5	4.6	3.7	.9	2.8	.9	-	.9	-	-	-	-	-		2.5
Re-Entry	N	34	21	23	19	9	9	8	4	3	-	-	-	-	-	-	-	-	1	131	
	%	26.0	16.0	17.6	14.5	6.9	6.9	6.1	3.0	2.3	-	-	-	-	-	-	-	-	.7		3.1
Percent of Total N of:	N	57	42	39	34	20	16	13	8	4	3	1	-	1	-	-	-	-	1	239	
1973-74	%	23.9	17.6	16.3	14.2	8.4	6.7	5.4	3.3	1.7	1.3	.4	-	.4	-	-	-	-	.4		100.0
1972-73	%	26.7	22.6	12.2	13.3	10.1	6.1	2.3	1.7	2.3	1.2	.3	.6	.3	.3	-	-	-	-		

Secondary Pupils Participating In Other Title I Projects

Secondary pupils participating in Title I Projects (Conquest and Speak) had birth order percentages comparable to those reported for C.E.P.T. and Re-Entry. Seventy-five and seven-tenths percent (75.7%) of these pupils fell within the first five birth order categories. As indicated in the following table the highest percentages were reported for first-born (23.9%), second born (17.6%), and third born (16,3%). These students also came from large families with averages of 5.6 (Conquest) and 6.1 (Speak) children per family.

TABLE 12
NUMBER AND PERCENT OF CHILDREN IN EACH BIRTH ORDER CATEGORY
(1ST, 2ND, 3RD, ETC.) IN SECONDARY SCHOOLS
RECEIVING TITLE I SERVICES

		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th -- 20th	N	%
Conquest:																
	N	5	6	6	7	1	1	2	0	0	0	0	0	0 -- 0	28	
	%	17.9	21.4	21.4	25.0	3.6	3.6	7.1	.0	.0	.0	.0	.0	.0 -- .0		100.0
Speak:																
	N	37	21	25	31	23	18	11	8	6	2	2	0	1 -- 1	186	
	%	19.9	11.3	13.4	16.7	12.4	9.7	5.9	4.3	3.2	1.1	1.1	.0	.5 -- .5		100.0
	N	42	27	31	38	24	19	13	8	6	2	2	0	1 -- 1	214	
	%	19.6	12.6	14.5	17.8	11.2	8.9	6.1	3.7	2.8	.9	.9	.0	.5 -- .5		100.0

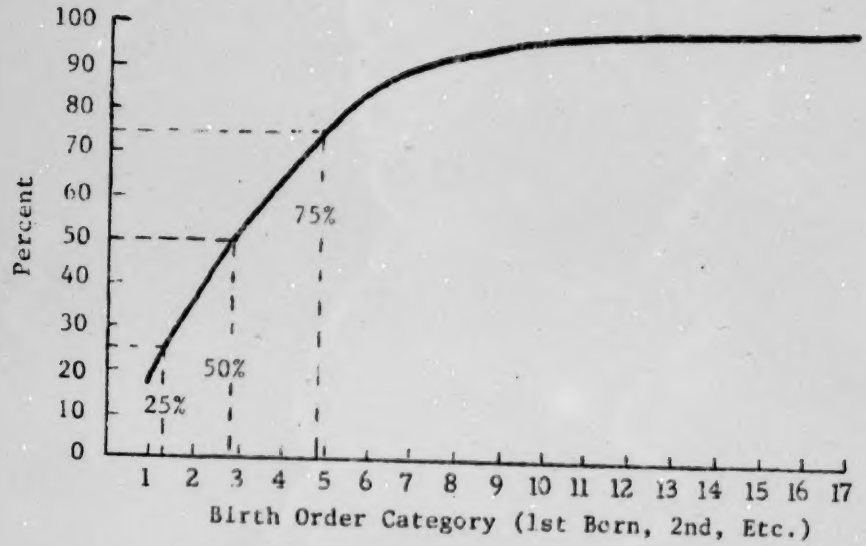

Fig. 7. Cumulative Frequency Chart of Percentages of Pre-School and Elementary Public School Children in Federal Projects Who Were 1st Born, 2nd Born, Etc.

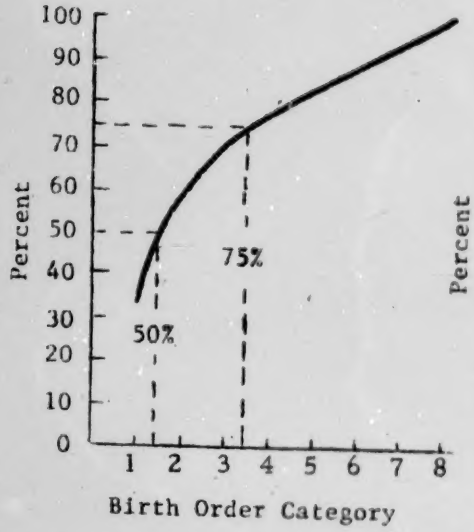

Fig. 8. Percentages of Elementary Pupils (Parochial) in Title I Who Were 1st Born, 2nd Born, Etc.

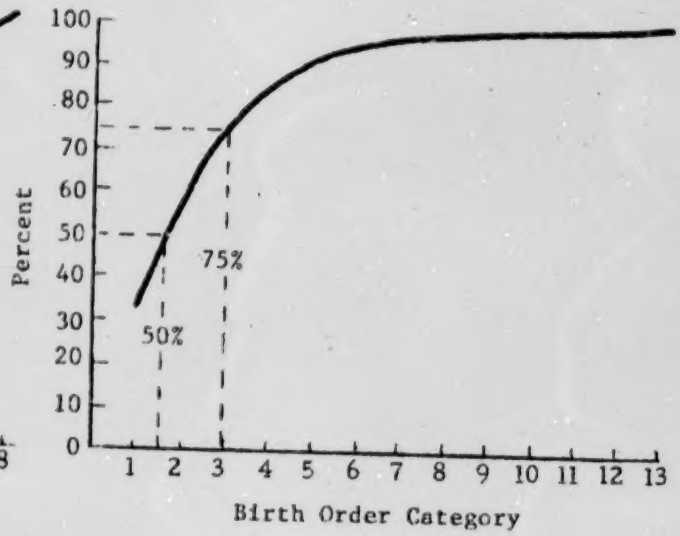

Fig. 9. Percentages of Elementary Pupils in "Advantaged" Schools Who Were 1st Born, 2nd Born, Etc.

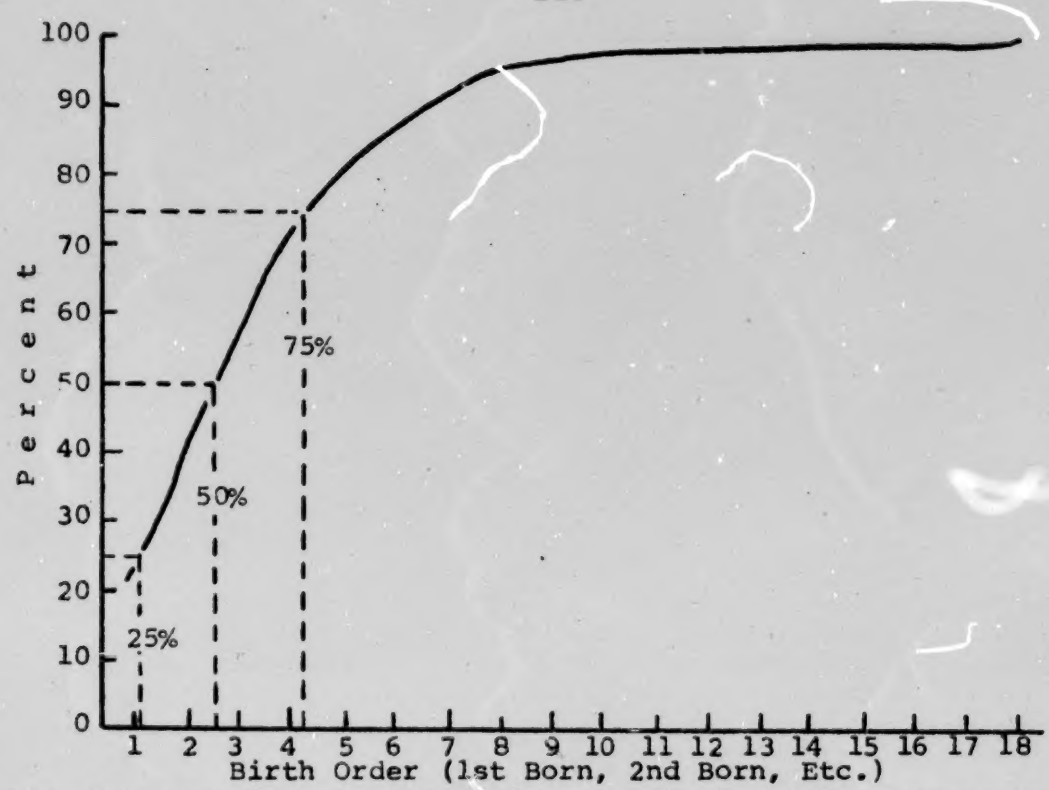

Fig. 10. Percentages of Secondary Pupils in Title I Projects (C.E.P.T. and Re-Entry) Who Were 1st Born, 2nd Born, Etc.

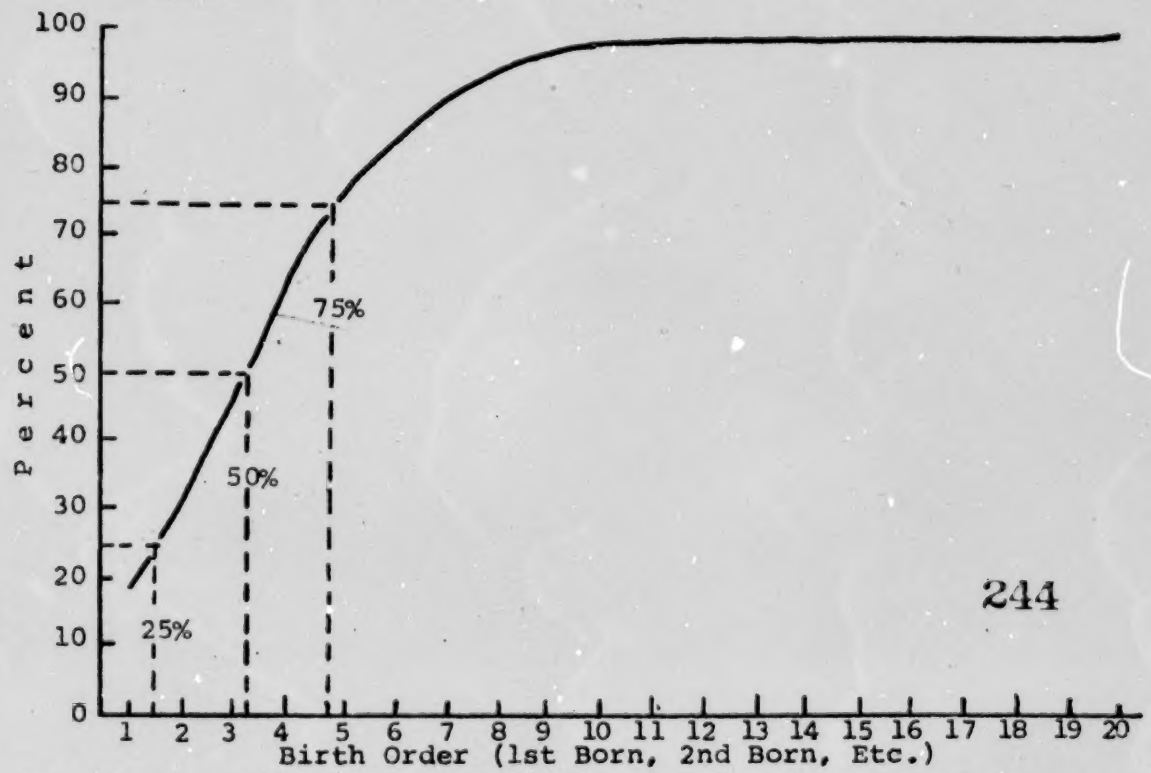

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Fig. 11. Percentages of Secondary Pupils in Title I Projects (Conquest and Speak) Who Were 1st Born, 2nd Born, Etc.

Summary

The Birth Order data, presented in the foregoing section, are documented in the following set of cumulative frequency graphs. These graphs indicate that pupils in pre-school and secondary programs (voluntary enrollment) have a larger percent of the first order children than the elementary programs (compulsory enrollment). At the 75 percent level the birth orders covered were between the fourth and fifth orders for the pre-school and elementary pupils in federal programs, between the third and fourth orders for the parochial pupils, and for pupils in "Advantaged" schools was at the third order. Birth order percentages for pupils in federally funded secondary projects were comparable to that reported for pupils in federally funded elementary projects.

INTERPRETATION OF FINDINGS

The preponderance of first-order children in the voluntary pre-school projects (25.0%, Early Childhood; 36.4%, Kindergarten Enrichment), and in the voluntary secondary programs of Re-Entry (26.0%) and C.E.P.T. (21.4%)[3] are not comparable to the percentages of first-born children reported for pupils in the non-voluntary Title I remedial elementary projects which averaged 18.4 percent. This may be taken as verification of the statement at the opening of this study:

> ...By the time first-borns arrive at school the majority of them have acquired two skills essential for school success: (1) how to obtain and maintain the attention of adults through socially acceptable ways, and (2) linquistic competency.

This same verification was documented in 1971-72 through a study on 1,609 students, in 1972-73 on 1,895, and this year's study which included 3,818[4] elementary District 189 Title I remedial students.

The secondary Title I projects, however, have a percentage (19.3%) comparable to the other secondary projects. These higher secondary first-order percentages can perhaps be explained by:

(1) The heavy percentage of first-order children in both Re-Entry and C.E.P.T. (explained earlier in this study):

   (a) the need of the first-order child to assist financially (Re-Entry),

   (b) the over-crowded inner-city home with lack of privacy coupled with adolescent biological urges and the desire for something personal; and

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[3] A girl may remain in the regular school or be tutored at home through services of the Special Education Department of Districts 189 and 188.

[4] Duplicated count.

(2) The strain being put upon the first-born secondary child in large families (average 5.8 children per family) to work outside of school to help financially or his/her lack of a quiet place to study in a large family.

The average number of children per parochial school family (3.7 and 3.8) is comparable to the average number reported for the "advantaged" schools (3.2, 3.8, and 3.9), and for the pre-school (3.8). The average number of children per parochial family may be partially explained by:

(1) Parochial school fees, which may influence large families to send their children to public schools; and

(2) The influence of birth control information, even where it is sanctioned.

RECOMMENDATIONS

The more in-depth documentation in this third-year study should offer ample justification for inclusion of emphasis on these "first-born skills" in the projects funded under Title I E.S.E.A., and upon this emphasis being placed at the earliest instructional level, even if this necessitates soliciting funds for these pre-school, non-remedial programs from other sources. The large number of children in the target area families served by the Title I projects and their documented needs of assistance, justify continued and expanded federal funding in East St. Louis and similar communities.

ACKNOWLEDGMENTS

The department wishes to thank the teachers and clerical staffs in all of the projects and the various schools in District 189, East St. Louis, and in other school districts for their fine work in reporting the needed data. The department is especially grateful to Mr. George Quackenbos, Coordinator of Special Projects, Belleville, Illinois, Elementary Unit 118, and Dr. Mary Frances Pritchard, Principal of Osage Hills Elementary School, Kirkwood, Missouri.

THE EFFECT OF PHYSICAL TRAINING
UPON
ACADEMIC ACHIEVEMENT

Contributing Projects:

3V

Conquest

THE EFFECT OF PHYSICAL TRAINING UPON ACADEMIC ACHIEVEMENT

Introduction

Through the cooperation of the Director of Conquest (Remedial Reading Project) and the Director of 3V (Remedial Physical Education Project), a pilot study was carried out to determine the effect of physical training on academic achievement.

Conquest has the first "unduplicated count" in the District 189 Title I program, hence had the greatest number of students who would also be in 3V whose participants are all "duplicates," as they are all involved in another Title I project. Only if a student does not attend Conquest is he/she in the "unduplicated count" of Countdown (Remedial Mathematics); only if a student does not attend Conquest and/or Countdown is he/she "unduplicated" in Speak; and all students in 3V attend one of the three academic remedial projects so none are "unduplicated".

Rationale of the Study

The pupils served by the predominantly elementary Title I projects of Conquest, Countdown, Speak, and 3V, are those who have been identified as having the capacity to "catch up" with students who have not experienced the same deficiencies in developing academic skills. The investigators, along with the Director of 3V, believe there is a correlation between the development of physical skills (coordination and/or development of motor skills both large and small muscles) and academic achievement.

It was hypothesized, therefore, that pupils who were in both Conquest and 3V would achieve larger score gains between pre-posttesting on the C.A.T. Reading Sub-Section Total[1] than students who were in Project Conquest only. In other words, the skills developed in 3V (which also focus on the improvement of self-confidence as well as on the development of motor skills) would transfer to academic achievement. Conquest students have consistently scored statistically significantly higher than their controls. This study, therefore, was developed to discover what added assistance 3V offered already successful projects.

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[1] Ernest W. Tiegs and Willis W. Clark. California Achievement Tests: California Test Bureau, Del Monte Research Park, Monterey, California: 1957 and 1970 Edition.

However, the foregoing hypothesis had to be modified because of a change in District 189 testing procedure. The 1957 version of the C.A.T. had been administered to all district pupils (including Title I students) in May, 1973. Several months after this test had been administered, the publishers advised the district that they were phasing out this version of the C.A.T and supplanting it with the 1970 edition, which is not comparable to the 1957 test.[2] Since the purpose of research is to produce valid findings, the investigators revised the research to assess posttest mean differences on the C.A.T. Sub-Section Total between those pupils who were in Projects Conquest and 3V, and those who were in Project Conquest only.

Population Used In The Study

Random samples of fifth and sixth grade boys and girls from ten target area schools were selected from those Title I pupils who were in: (1) Project Conquest only, and (2) Project Conquest and Project 3V. A breakdown of the population is presented below:

TABLE 1
BREAKDOWN OF POPULATION USED IN STUDY, BY GRADE LEVEL, PROJECT PARTICIPATION, AND SEX

	Project Conquest Only		Project Conquest and Project 3V	
Grade	Boys	Girls	Boys	Girls
5th	38	28	24	12
6th	30	30	16	26
Sub-Total	68	58	40	38
Grand Total	126		78	

Comparability of Groups Used

The comparability of the pupils in the groups used was determined by computing the following descriptive statistics on their pre-test scores on the 1957 C.A.T. Reading Sub-Section, given in May, 1973:

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[2] A paper documenting this statement is available at the Research and Evaluation Department.

TABLE 2
MAY, 1973, C.A.T. READING SUB-SECTION MEANS AND STANDARD DEVIATIONS

Grade	Group	N	Mean	S.D.
	Girls			
5th	Conquest Only	28	3.69	.51
	Conquest & 3V	12	3.99	.54
6th	Conquest Only	30	4.57	.51
	Conquest & 3V	26	4.59	.57
	Boys			
5th	Conquest Only	38	3.97	.59
	Conquest & 3V	24	3.96	.64
6th	Conquest Only	30	4.33	.67
	Conquest & 3V	16	4.71	.54

Both the $\overline{X}$s and the S.D.s in each related group were comparable: any assessment results could be considered valid.

Statistical Design

The investigators planned to analyze the gains made by the two groups of students on the C.A.T. Reading Sub-Section. Fifth and sixth grade students were selected because at those grade levels only are two-years' testing results available for use in pre-posttesting analysis.

However, as cited in the previous section, this analysis was not possible due to the change in the version of the C.A.T. administered in May 1974. Therefore, only the posttest means (May, 1974) were statistically analyzed by Student's t for Unrelated Samples to see if the means reported for the various groups of fifth and sixth graders who were in both Projects Conquest and 3V were significantly different from the means made by pupils in Project Conquest only.

Analysis of the Data

The results of the analysis of the data by Student's t are presented in the following table:

TABLE 3
RESULTS OF t TEST OF SIGNIFICANCE ON MAY, 1974, C.A.T. READING SUB-SECTION SCORES MADE BY PUPILS IN PROJECT CONQUEST ONLY AND PUPILS IN BOTH PROJECTS CONQUEST AND 3V

Grade		N	C.A.T. Mean*	Mean Diff.	d.f.	t	Level of Significance
			Girls				
5th	Conquest	28	3.26	.52	38	1.72	.05
	Conquest & 3V	12	3.78				
6th	Conquest	30	4.59	-.12	54	.39	N.S.
	Conquest & 3V	26	4.47				
			Boys				
5th	Conquest	38	3.65	.30	60	2.03	.05
	Conquest & 3V	24	3.95				
6th	Conquest	30	3.96	.57	44	1.91	.05
	Conquest & 3V	16	4.53				

*May, 1974, $\bar{X}$ for each group, except the sixth grade Conquest Only group with a 1974 $\bar{X}$ .02 higher, is lower than the May, 1973, $\bar{X}$; the tests are not comparable as previously stated.

Interpretation of the Findings

As indicated in Table 2 (Comparability of the two groups of students in performance on the C.A.T. Reading Sub-Section), the pupils who had been in both Conquest and 3V had slightly higher means, .02 to .37, than those reported for pupils in Conquest only, with the exception of the fifth grade boys where the C.A.T. mean was .01 higher for the Conquest only group.

In the analysis of the C.A.T. posttest data (May, 1974) the pupils who had participated in Conquest and 3V (with the exception of the sixth grade girls) had C.A.T. Reading Sub-Section means statistically significantly different than the pupils who had participated in Conquest only. The sixth grade girls who were in Projects Conquest and 3V had a C.A.T. mean of 4.47 or .12 (one and two tenths) less than the pupils who had been in Conquest only (4.59); this difference was not significant. In the other three pairs of groups those students in 3V and Conquest had posttest $\bar{X}$s significantly higher at the .05 level than the $\bar{X}$s of the Conquest Only groups.

Based upon the above documentation it may be assumed that children who participate in 3V when they are in a Title I remedial academic project will make more significant academic gains than do those pupils who do not participate in the remedial physical education project, and that the development of motor skills, with the enhancement of self-concept, is an important variable in this more significant academic growth.

THE RELATIONSHIP BETWEEN I.Q. SCORES AND ACADEMIC ACHIEVEMENT TEST SCORES

Contributing Project:

Conquest

THE RELATIONSHIP BETWEEN I.Q. SCORES AND ACADEMIC ACHIEVEMENT TEST SCORES

Preface

During fifteen years of work with children in the elementary public school system, one of the investigators found that I.Q. tests such as the Slosson, Stanford-Binet, and WISC,[1] were, in most instances, valid predictors of the degree of academic success that the retarded or above average groups would attain, as assessed by standardized achievement test scores (such as the California Achievement Tests[2]) or by the teachers' measurements for "pass" or "fail". Even on the individual level, a child rated as retarded on repeated equivalent I.Q. tests (to assure the validity of the initial rating) would experience grave difficulty in progressing beyond the primary grades regardless of motivation or teaching skill. A child with a validated I.Q. score over 110 would experience little difficulty, if any, in progressing successfully through every grade level--unless he had a serious physical or emotional problem.

The present study involves those students with S.I.T. scores ranging from 70 to 110 who do not fall into either of the categories referred to in the foregoing. Many students within this 40 point range are those who usually qualify for Title I services as being both (1) capable of learning, and (2) in need of academic remediation in order to progress through school on par with their peers.

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1 Richard L. Slosson. Slosson Intelligence Test (S.I.T.). Slosson Educational Publications, 140 Pine Street: East Aurora, New York, 1971 Edition; Lewis M. Terman and Maude A. Merrill. Revised Stanford-Binet Intelligence Scale, Second Revision: Houghton Mifflin Co., 2 Park Street, Boston, Mass., 1937; David Wechsler. Wechsler Intelligence Scale for Children. Psychological Corporation, 304 E. 45th Street, New York, N.Y. 10017.

2 Ernest W. Tiegs and Willis W. Clark. California Achievement Tests. California Test Bureau, Del Monte Research Park, Monterey, California, 1966 Printing, 1957 Edition.

Introduction

All I.Q. tests are biased, to some extent, by the expectations of the culture for which they were designed and in which they will be used. I.Q. tests are designed to identify and scale capacities which the culture believes are necessary for functioning successfully in its society. How that capacity is utilized is not a function of the I.Q. assessment, as the use of the capacity is dependent upon variables not reflected in an I.Q. score. However, no test fully separates assessment of the abilities to which the capacities have been developed from the pure capacity.

Even I.Q. tests which assess "fluid" intelligence--a general brightness (the "g" factor),[3] adaptability in various non-related situations, etc., which are relatively independent of a subject's experiences including education--are not untainted by societal expectations.

Most of the I.Q. tests used in the educational field measure "crystalized" intelligence[4]--the intellectual capacity developed through the experience in the population which produces the tests. Since these tests are developed and accepted by the same culture for which the schools exist, it is not surprising that an I.Q. test is viewed as one of the best predictors of academic success.

Population Involved In Study

The selection of pupils to participate in the Title I projects is not done through use of I.Q. scores, but by evidence of children's need of academic remediation. However, the words "remediation," "remediable," etc., connote the capacity to learn and this is so stated by the Title I federal guidelines:

> ...those children who have need of special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age.[5] (Underlining by author.)

Some children referred for Title I services have been so withdrawn that they have "appeared" more eligible for the retarded classes than for the remedial projects. Therefore, the Slosson Intelligence Test (S.I.T.) has been used to avoid the erroneous classification of a child. If the results of a child's test are inconclusive, further in-depth testing is done through the cooperation of the psychological services of the Joint Special Education Department of Districts 189 and 188.

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3 Charles Spearman. The Nature of "Intelligence" and the Principles of Cognition. London: Macmillan, 1923.

4 R.B. Cattell. "Theory of Fluid and Crystalized Intelligence: A Critical Experiment." Journal of Educational Psychology, 1963 (54); pp. 1-22.

5 45 CFR 116. 1 (1).

Since all 1973-74 Project Conquest students had current S.I.T. scores, students from Conquest were selected for this study. (Project Conquest, the Remedial Reading project in the Title I Program, has the "unduplicated" count for all students participating in the various projects.)

Statement of the Problem

Students participating in Title I projects are drawn from those scoring between 70 and 110 on the S.I.T. During the process of working with the 1973-74 S.I.T. scores, the evaluators observed a lack, or absence, of correlation between a student's I.Q. score and his/her pre-test score on the standardized achievement test (C.A.T.). In analyzing the participating students' entrance testing scores within the 40 point I.Q. score differential (70 to 110), students from the same grade entering a project had academic scores that were not significantly different. The narrow achievement score range was necessary to satisfy the project's entrance requirements, but some of the highest C.A.T. scores made were by students with the lowest S.I.T. I.Q. s, while some of the lowest C.A.T. scores were made by students with the highest scores on the S.I.T. Predicated upon the above evidence, the evaluators hypothesized that...

> In the large middle I.Q. range, as assessed by S.I.T., there is no significant positive correlation between I.Q. scores and academic achievement test scores.

As indicated, Project Conquest, whose students come from poverty area schools of District 189, was chosen for this study.

Research Design

This study was designed to determine if a relationship exists between pupils' I.Q. scores and their performance on a standardized achievement test. The investigators planned to use the S.I.T. as the instrument to measure I.Q., and the C.A.T. Elementary Edition, 1957, as the standardized instrument for measuring pupil achievement, since the C.A.T. is the standardized instrument used to assess student achievement in District 189. However, the publishers of the C.A.T. began phasing out the 1957 edition of the test after it had been administered to the subjects in this study in May, 1973; the 1970 edition was adopted by the school district and administered in May, 1974. Though both versions of the C.A.T. are documented as to validity and reliability, the knowledge and skills assessed are not equivalent so gains could not be obtained using the 1973 scores as pretests and the 1974 as posttest scores.[6] Therefore, a different standardized instrument upon which these subjects could be pre- and posttested had to be

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[6] A paper documenting this lack of comparability is available from this department.

selected; the score gains on the New Developmental Reading Test[7] were substituted for those from the C.A.T.. Pre-testing on the New Developmental Reading Test was done during the last two weeks of September, 1973, and posttesting during the last two weeks of May, 1974.

Selection and Classification of Subjects

Fourth, fifth, and sixth grade pupils in Project Conquest were the subjects used in this study. Only those students with pre- and posttest scores were in the analysis.

Slosson Intelligence Test (S.I.T.) Scores

The subjects were separated by grade level (fourth, fifth, sixth), and sex. They were then further classified according to their S.I.T. scores: those with I.Q.s 84 and below, and those with I.Q.s 85 and above. Table 1 documents the number of subjects involved in this study by grade level, sex, and I.Q. classification.

TABLE 1
COMPOSITION OF PROJECT CONQUEST POPULATION IN STUDY
BY GRADE LEVEL, SEX, AND I.Q. CLASSIFICATION

Grade Level	Girls		Boys		Total
	Slosson I.Q. 84 and Below	Slosson I.Q. 85 and Above	Slosson I.Q. 84 and Below	Slosson I.Q. 85 and Above	
4th	37	27	35	63	162
5th	33	34	43	59	169
6th	40	32	29	44	145
Total	110	93	107	166	476

The S.I.T. Mean ($\bar{X}$) and Standard Deviation (S.D.) for each I.Q. score group of children by sex are presented in Table 2.

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7 Guy L. Bond, Bruce Balow, Cyril J. Hoyt. The New Developmental Reading Tests: Lyons and Carnahan, Inc., Chicago, Illinois, 1965. (Referred to in the study as the Bond-Balow.)

TABLE 2
S.I.T. MEANS AND STANDARD DEVIATIONS, BY
SEX AND I.Q. LEVELS

Slosson I.Q. 84 and Below						Slosson I.Q. 85 and Above					
Girls			Boys			Girls			Boys		
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.
110	77.30	4.79	107	77.79	4.12	93	88.60	721	166	93.40	7.00

The similarity of the means and standard deviations for the boys and girls classified into categories according to I.Q. scores is evidenced in the preceding table. There is a difference of 11.30 in the means of the two I.Q. score categories of girls, and a difference of 15.61 in the means of the boys.

The average ($\bar{X}$) and S.D. of each I.Q. group are further classified by grade and sex in Table 3.

TABLE 3
MEANS AND STANDARD DEVIATIONS FOR EACH I.Q. GROUP
BY GRADE AND SEX

Grade Level	S.I.T. Scores					
	84 and Below			85 and Above		
	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.
4th Grade						
Girls	37	76.24	5.92	27	95.04	5.57
Boys	35	77.80	3.87	63	94.11	7.68
5th Grade						
Girls	33	78.03	3.61	34	94.65	9.27
Boys	43	77.58	4.36	59	93.24	6.32
6th Grade						
Girls	40	77.70	4.36	32	93.22	5.57
Boys	29	78.10	4.12	44	92.61	6.56
Total	217			259		
$\bar{X}$		77.61	4.37		93.81	6.50

As delineated by the S.D.'s 68 percent (148) of the students in the "84 and Below" I.Q. group had scores between 73.34 and 81.98 (± 1 S.D. with a $\bar{X}$ of 77.61) while in the upper group the same percentage (236) had scores between 87.31 and 100.31 (± 1 S.D. with a $\bar{X}$ of 93.81). There was a greater spread of the majority of the scores in the upper than in the lower I.Q. group, with the greatest spread in the fifth grade "85 and Above" group of scores where 34 of the girls scored between 85.38 and 103.92, with a $\bar{X}$ of 94.65.

Correlation Coefficients Computed on Random Sample of Subjects

Prior to receiving knowledge that the C.A.T. could not be used in the pre-posttest analysis, correlation coefficients were computed on the May, 1973, C.A.T. grade level scores and the September, 1973, S.I.T. scores for a random sample of approximately one-fifth of the total group. The results of the treatment of the data by Spearman's Rank Order Correlation Coefficient (rho) method are presented in Table 4.

TABLE 4
CORRELATION COEFFICIENTS COMPUTED ON RANDOM SAMPLING DATA OF C.A.T. MAY 1973 AND S.I.T. SEPTEMBER 1973 SCORES

Correlation Coefficients for C.A.T. and Slosson I.Q.					
	Slosson I.Q. 84 and Below		Slosson I.Q. 85 and Above		Total
	N		N		N
Girls	28	.19	22	-.61	50
Boys	24	.19	32	.10	56
					106

As seen in Table 4, the three positive correlation coefficients are too small to indicate any relationship between the two variables under investigation. The correlation of the scores of the girls in the "85 and Above" group resulted in a negative correlation coefficient of -.61, indicating an inverse relationship between I.Q. and achievement; i.e., those with higher I.Q. scores received the lowest scores on the Reading Sub-Section Total of the C.A.T. Achievement Tests.

Statistical Analysis and Interpretation of Findings

Bond Balow Reading Test Results

The total scores on the Bond-Balow Reading Test given in September, 1973, and seven months later in May, 1974, and the gains for each group are listed in Table 5, and presented in Figures 1 and 2.

TABLE 5
BOND BALOW PRE- AND POSTTEST MEANS, AND AVERAGE GAINS, BY GRADE LEVELS AND I.Q. CLASSIFICATION: SEPTEMBER, 1973, AND MAY, 1974, TESTINGS

	S.I.T. Scores							
	84 and Below				85 and Above			
		Bond Balow Means				Bond Balow Means		
Grade Level	N	Pre	Post	Avg. Gain	N	Pre	Post	Avg. Gain
4th Grade Girls	37	2.9	3.7	.83	27	3.2	4.1	.92
Boys	35	2.8	3.9	1.17	63	2.9	4.0	1.05
5th Grade Girls	33	3.5	4.6	1.08	34	3.8	4.7	.91
Boys	43	3.5	4.2	.78	59	3.6	4.7	1.12
6th Grade Girls	40	4.3	5.2	.90	32	4.3	5.8	1.44
Boys	29	4.1	5.2	1.05	44	4.0	5.0	.98
Total	217				259			

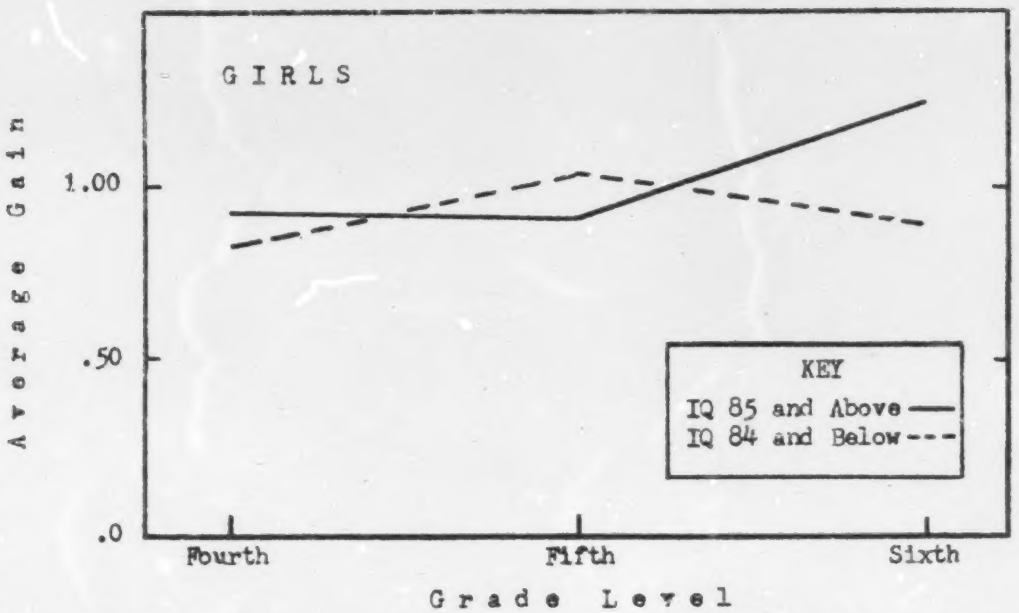

Fig. 1. Plot of Average Gains Made On The Bond Balow Hoyt Test By Fourth, Fifth, and Sixth Grade Girls With IQs of Either 85 and Above Or 84 and Below.

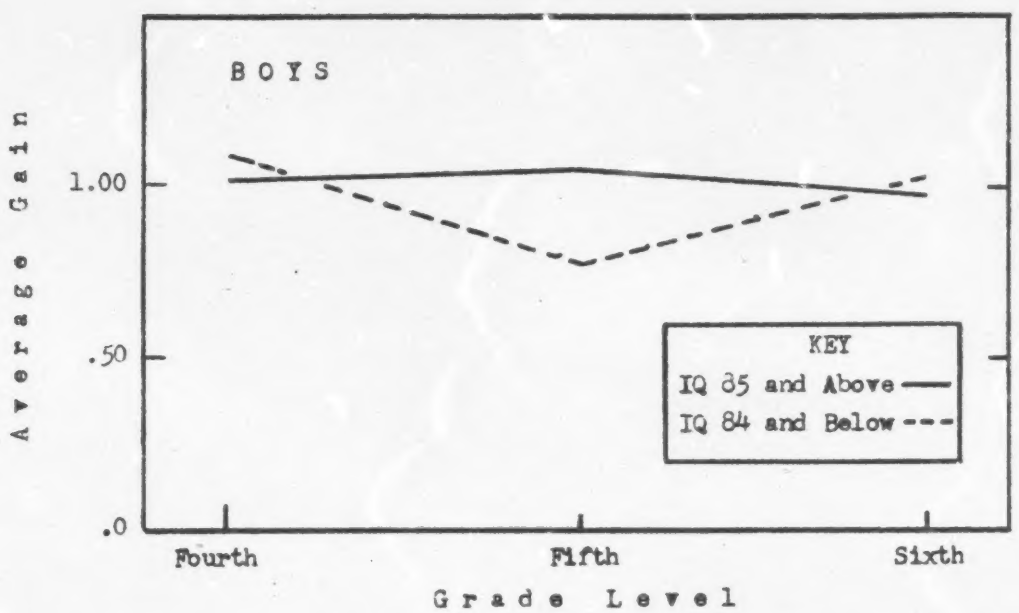

Fig. 2. Plot of Average Gains Made On The Bond Balow Hoyt Test By Fourth, Fifth, and Sixth Grade Boys With IQs of Either 85 and Above Or 84 and Below.

The statistical analysis of the data presented in Table 5 was approached in two different ways: (1) treatment of the data for all subjects, according to sex and I.Q. score classification (84 and below, and 85 and above), and (2) treatment of the data by grades (4th, 5th, and 6th), sex, and I.Q. score classification.

(1) By S.I.T. Scores and Sex

The gains made between the pre- and posttesting on the Bond Balow were analyzed by Analysis of Variance, grouping the subjects as follows:

Group No. 1: All 4th, 5th, and 6th grade girls with S.I.T. scores 84 and below.

Group No. 2: All 4th, 5th, and 6th grade girls with S.I.T. scores 85 and above.

Group No. 3: All 4th, 5th, and 6th grade boys with S.I.T. scores 84 and below.

Group No. 4: All 4th, 5th, and 6th grade boys with S.I.T. scores 85 and above.

The pre- and posttest means and average gains of these groups are presented in Table 6.

TABLE 6
BOND-BALOW MEANS AND AVERAGE GAINS
BY I.Q. SCORES AND SEX

	N	Bond Balow Means		Avg. Gain
		Pre-test	Posttest	
Group No. 1:	110	3.58	4.50	.92
Group No. 2:	93	3.80	4.90	1.10
Group No. 3:	107	3.41	4.40	.99
Group No. 4:	166	3.45	4.50	1.06

The statistical treatment of these data by ANOVA resulted in a non-significant F ($F = .91$, 3 and 472 d.f.) indicating that the average gains made by the four groups (.92, 1.10, .99, and 106) were not statistically significantly different but that any variability of scores was within the groups and not related to the difference in I.Q. score classification.

TABLE 7
ANOVA FOR THE FOUR GROUPS BY I.Q. AND SEX

Source of Variation	Sum of Squares	d.f.	Mean Square	F	Level of Significance
Between Groups	1.85	3	.62	.91	N.S.
Within Groups	323.00	472	.68		
Total	324.85	475			

Since the absence of a relationship between I.Q. scores and achievement score gains in the four main groups of students was revealed by ANOVA, further analysis of the data, comparing grade levels by I.Q. and sex classification was conducted, using the t test of significance. Results of this analysis are reported in Table 8.

TABLE 8
RESULTS OF THE APPLICATION OF STUDENT'S t TEST OF SIGNIFICANCE ON BOND BALOW PRE- AND POSTTEST DATA

	S.I.T. Scores 84 And Below				S.I.T. Scores 85 And Above						
	Bond Balow Test										
Level Grade	N	Mean Pre	Mean Post	Avg. Gain	N	Mean Pre	Mean Post	Avg. Gain	d.f.	t	Level of Significance
4th Grade:											
Girls	37	2.93	3.73	.83	27	3.16	4.08	.92	62	.45	N.S.
Boys	35	2.78	3.94	1.17	63	2.92	3.98	1.05	96	.74	N.S.
5th Grade:											
Girls	33	3.47	4.55	1.08	34	3.80	4.71	.91	65	.73	N.S.
Boys	43	3.46	4.25	.78	59	3.57	4.69	1.12	100	1.91	.01
6th Grade:											
Girls	40	4.26	5.16	.90	32	4.34	5.78	1.44	70	3.20	.01
Boys	29	4.11	5.17	1.05	44	4.02	5.00	.98	71	.38	N.S.

As indicated in Table 8, in the fourth grade neither girls nor boys in either I.Q. score classification made scores significantly different, neither did the fifth grade girls nor sixth grade boys. In these groups, the gains could not be attributed to I.Q., according to the statistical analysis of the data. If $\bar{X}$ gains alone were observed, in three cases (fourth, and fifth grade girls and sixth grade boys) the $\bar{X}$ gains of the groups scoring below 84 were larger than those in the higher I.Q. score groups.

Two groups of scores, those from fifth grade boys and sixth grade girls, were significantly different, favoring the higher I.Q. groups. The "85 and Above" fifth grade boys had a $\bar{X}$ gain of nearly three and a half months (.34) and above the gain of the "84 and Below" group in the same grade. The "85 and Above sixth grade girls had a $\bar{X}$ gain of nearly five and a half months (.54) above the "84 and Below" group in the same grade. The gains made by these two groups appear to be attributed to higher I.Q.s as assessed by the S.I.T.

Statistical analysis of neither of the main group of children's scores on the C.A.T. or Bond-Balow, nor of four of the six sub-groups' scores on the Bond-Balow evidenced a positive relationship between the I.Q. scores and the achievement test score gains. Only in two sub-groups was significance obtained.

However, when the Balow data were examined by grade levels all of the average gains were over the .70 (seven months) months $\bar{X}$ gain which is the amount of gain expected during the project year. The average gains for pupils in the "84 and below" category were from .78 (rounded: 8 months) to 1.17 (rounded: 1 year, 2 months) a range of approximately four months; the 85 and above average gains were from 9 months (.90) to 1 year, four months (1.4), a range of about five months. Only the .78 gain of the fifth grade "84 and Below" boys was not in itself a significant gain. All other groups made gains significantly higher than could be expected in seven months' instruction when assessed by the Student's t, using the expected $\bar{X}$ gain of 7 months.

If there had been a high positive correlation between the students' I.Q. scores and their scores on a standardized academic achievement test, the investigators believe that the average gains made by subjects in the "85 and Above" category would have been larger and more significant than have been reported in this study.

Regardless of the type of statistical approach used, there was little evidence to support a positive correlation between I.Q. and academic achievement as assessed by testing scores, the main method of assessment used in the public schools.

Implications of the Study

A teacher plaint heard in the inner-city schools of many districts (including this one) is that "they can't learn"--"they" being the children whose I.Q. scores place them above "retarded" but not into the "slow normal" range. It is in this classification that the "84 and Below" pupils of this study fit. The documentation of this study would appear to nullify the contention that these students "can't learn".

As are all the other academic components of District 189's E.S.E.A. Title I Program, Project Conquest is structured to give individualized supplementary instruction where diagnostic testing and classroom records, coupled with the teacher's subjective evaluation, evidence the need. Weekly inservice for teachers, low pupil-teacher ratio, availability of the soft-ware and hardware to make such individualization easier for the teachers, constant monitoring of the project efforts by the teachers themselves, as well as by the administrators, and expressed teacher approval of every small step a child takes toward overcoming his academic deficiencies are all part of the structure.

In this "structure," regardless of I.Q., grade, or sex classification, significant gains were made, and gains which, regardless of I.Q. score classification, in the majority of the cases were not significantly different. In only two instances were the "85 and Above" groups' X academic score gains significantly above those of the "84 and Below" groups. Though further study is needed to identify the variables within this structure which may have been most significant in influencing these gains, the study should be extended into the "regular" school system in this district and others, and into other remedial projects. The findings of this initial study indicate that "they can learn". Academic success can be achieved by these "slower" students.

SELF-CONCEPT STUDY

Participating Projects:

Conquest

Speak

3V

OVERVIEW

Introduction

Three elementary Title I Projects (Conquest, Speak, and 3V) cooperated in the study on the effect of Title I remedial assistance on the self-concepts of the project children ; the self-concept test was also given to junior high school pupils who were served by Project Speak.

For the third year, a sizeable unduplicated number (803) of pre-posttests on As I See Me[1] were available for project students and 324 "Controls," for statistical analysis to determine if significant gains (indicating a movement toward a more positive self-concept) had been made by the project pupils when compared with those made by the "Controls."

The research hypothesis established for the study was that the pupils in Title I academic projects would achieve more positive self-concepts as a result of their success experienced in the various projects.

Instrument

As I See Me, the "criterion reference" instrument designed specifically to meet the need for a simple indicator of the self-image a child holds of himself, was administered to the subjects in this study. There are many self-concept instruments available, but they either need professional psychologists for individual interpretations, or they measure a child's self-concept through the eyes of another. The "other" is usually a teacher who, at the beginning of the school year, suddenly finds it necessary to add the self-concept individual growth assessment of from twenty-five to forty plus children to her already hectic schedule. This instrument is a group test and can be administered in less than ten minutes. The twenty statements included in the test can be read to a non-reading group, and is appropriate for all grade levels of the public school. It has a key designed to assist easy scoring.

As indicated in the 1972-73 Evaluation Report, a parallel version of As I See Me was designed by this department for use in short-term assessments. This revised version was administered in the 1973-74 school year.

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[1] Billy-Belle Weber. As I See Me, 1969; Parallel Version, 1973.

Statistical Analysis of the Data

Pre-posttest data were received from pupils in the fourth through ninth grades from 24 elementary target area schools (including three parochial schools), and two junior high schools. The data were analyzed by two different methods: (1) analysis by Student's t Related for gains made by project students, and (2) analysis by Student's t Unrelated to determine if the gains made by the project students were statistically significantly different from those made by the "Controls." Table 1 presents the results of the t test on project pupils' mean gains by grade level.

TABLE 1
RESULTS OF t TEST OF MEANS AND MEAN GAINS
MADE BY PROJECT PUPILS ON THE
AS I SEE ME TEST. BASED
UPON 1973-74 DATA.

Grade	Number of Schools	Number of Pupils	Pre	Post	Mean Gain	d.f.	t	Level of Significance
4th	21	234	11.41	13.12	1.71	233	7.77	.01
5th	24	208	11.82	13.22	1.40	207	7.00	.01
6th	24	181	12.11	13.74	1.63	180	7.40	.01
7th	2	89	13.28	15.07	1.79	88	6.88	.01
8th	2	37	12.28	14.95	2.67	36	6.07	.01
9th	2	59	13.81	15.38	1.57	58	4.60	.01
Total N =		808						

As indicated in Table 1, the mean gains made by project pupils at all grade levels (fourth through ninth grade) were statistically significant at the .01 level. The inverse relationship which existed between the mean gains and grade levels in the 1972-73 study was not evident in the 1973-74 findings: the mean gains did not become smaller as the pupils advanced in grade level but (with the exceptions of the 5th and 9th graders) became larger. The largest mean gain was made by eighth grade pupils (2.67, equivalent to approximately 3 statements on the test or a 15% gain in a more positive self-concept). The smallest gain was made by the fifth grade pupils (1.40, or a little over one question): this is up a small amount (.13) over last year when the fifth grade had a gain of 1.27. The pre- and posttest mean scores are plotted for each grade level in Figure 1. Once again, the patterning of reduced gains at each grade level that was apparent in the 1972-73 study is not apparent in this report. This is further illustrated in Figure 2.

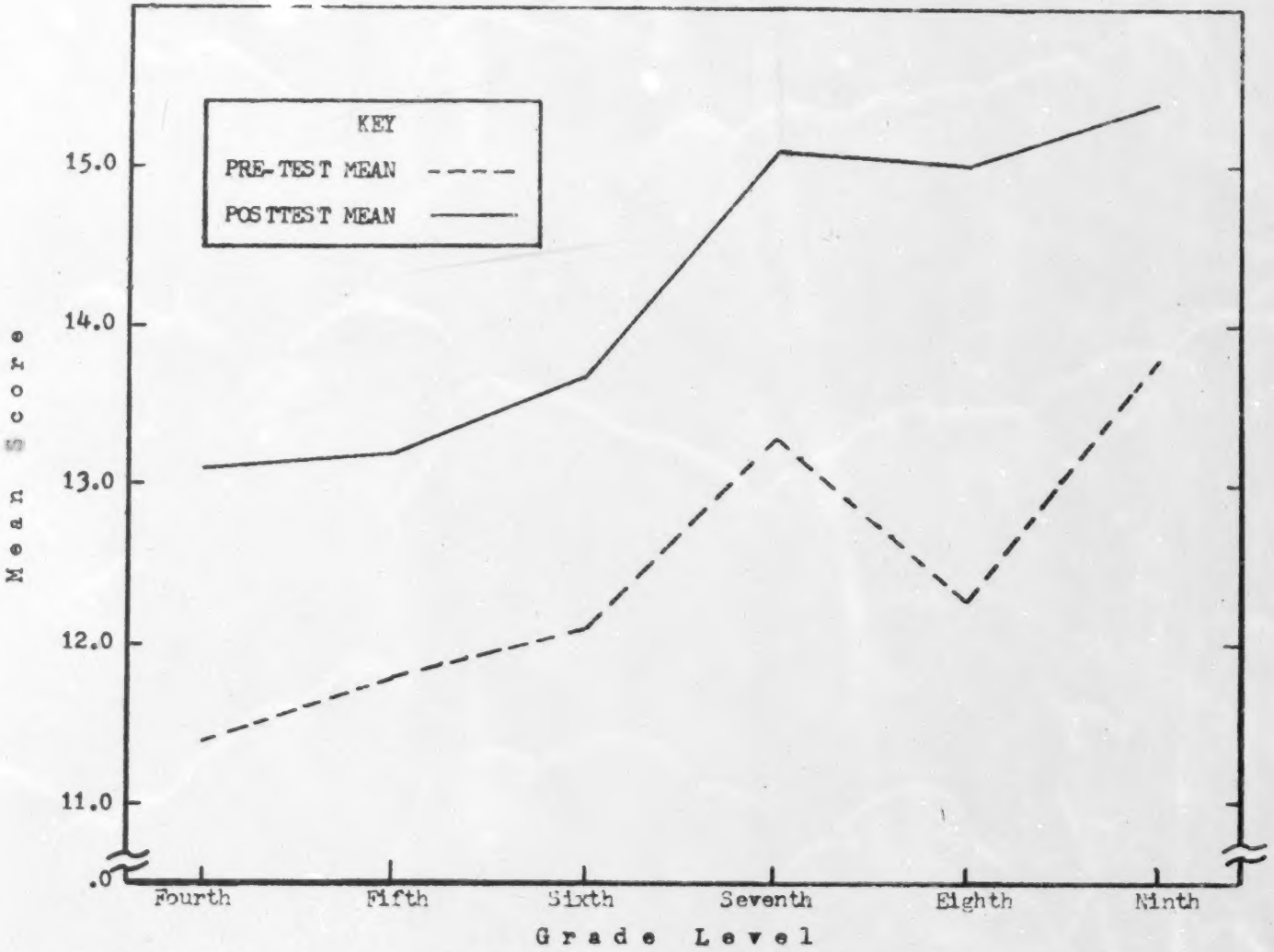

Fig. 1. Plot of Pre- and Posttest Mean Scores Made By Fourth Through Ninth Grade Pupils In Title I Projects On As I See Me Test. Based Upon 1973-74 Data.

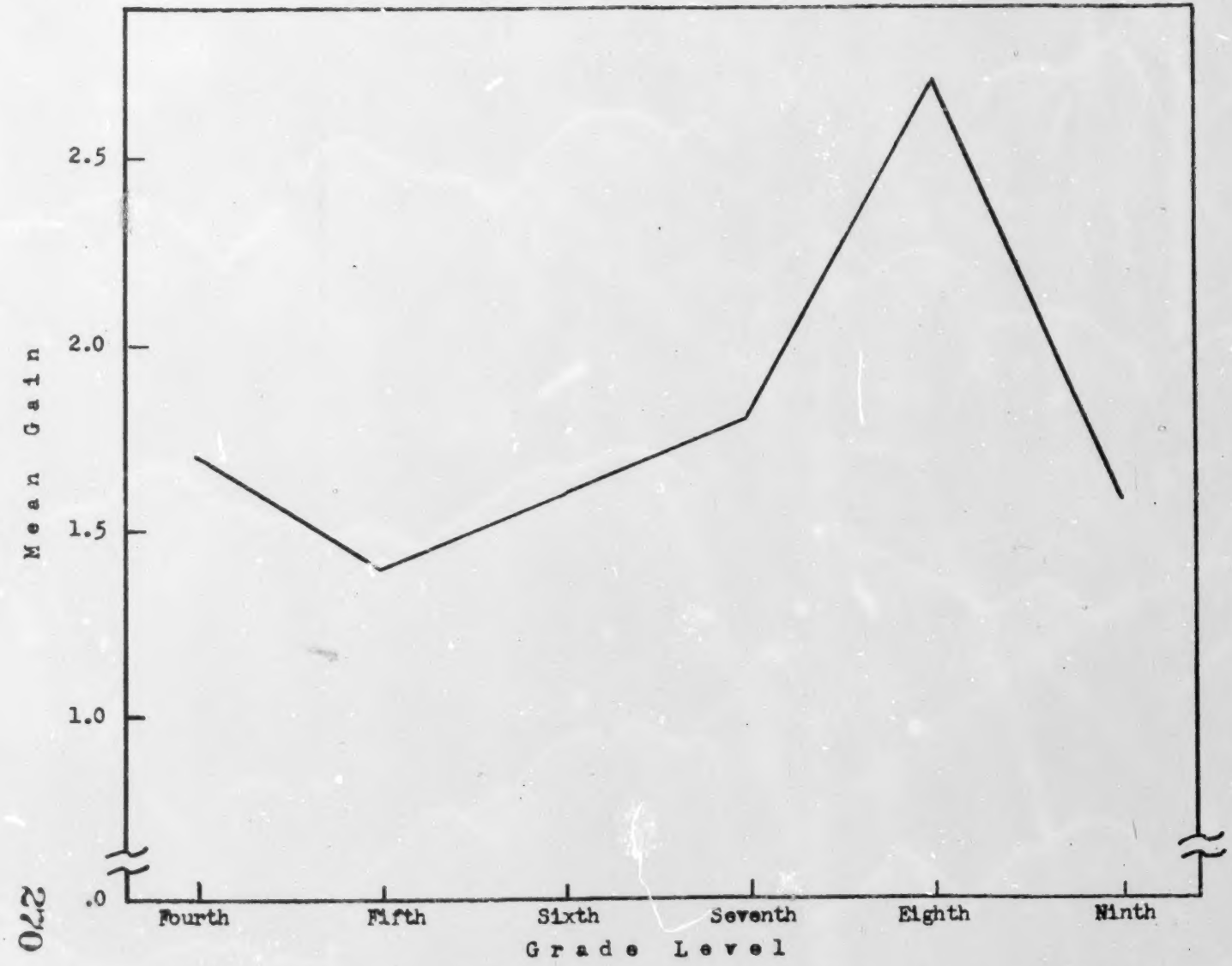

Fig. 2. Plot of Mean Gains Made By Fourth Through Ninth Grade Pupils in Title I Projects On The As I See Me Test. Based Upon N of 808, 1973-74 Data.

Analysis of the mean gains made by the project pupils and the "Controls" by Student's t Unrelated is reported in Table 2.

TABLE 2
RESULTS OF THE ANALYSIS OF THE MEAN GAINS MADE BY PROJECT PUPILS AND CONTROLS ON THE AS I SEE ME TEST, 1973-74 DATA

Grade		N	Pre-	Post	Mean Gain	d.f.	t	Level of Significance
4th	Projects	234	11.41	13.12	1.71	314	1.85	.05
	Controls	82	11.27	12.46	1.19			
5th	Projects	208	11.82	13.22	1.40	302	3.53	.01
	Controls	96	11.85	12.05	.20			
6th	Projects	181	12.11	13.74	1.63	267	2.13	.05
	Controls	88	11.70	12.54	.84			
7th	Projects	89	13.28	15.07	1.79	115	3.79	.01
	Controls	28	14.79	14.38	-.41			
8th	Projects	37	12.28	14.95	2.67	46	3.47	.01
	Controls	11	13.18	12.73	-.45			
9th	Projects	59	13.81	15.38	1.57	76	.68	N.S.
	Controls	19	14.00	15.05	1.05			

As reported in Table 2, with the exception of the ninth grade, all project pupils' mean gains were statistically significant at either the .05 or .01 level. Only in the fourth and ninth grade did the project and control groups' mean gains on the As I See Me test demonstrate any sign of similarity (4th Grade: Project 1.71, Control 1.19; 9th Grade: Project 1.57, Control, 1.05). The control groups for the 7th and 8th grades reported lower mean scores on the posttest, indicating a drop in positive self-concept of those Control students after a year in school.

Summary

One of the behavioral goals set by Title I, E.S.E.A., was to raise the self-concepts of the children involved in the projects. Based upon the significant gains made on the As I See Me test by the children in Title I projects, and the significance of their gains when compared with the control groups, it may be assumed that this goal was reached in 1973-74.

PART V.

SUMMARY

CONCLUDING REMARKS AND RECOMMENDATIONS

As in 1971-72 and 1972-73, this summary is not a re-hash of the evaluations, but is an overview of the patterns which evolved from the evaluations. Many statements made in the previous evaluations still apply in various projects, so are repeated.

Evaluation Design

Student's t Related, Unrelated, and ANOVA were the statistical models mainly used in tha analysis of the data. In the preliminary analysis--which this year was in-depth to be certain that each project served only the students whom it should and that the control groups were comparable to their project groups--the descriptive statistics of means and standard deviations also were used. Other descriptive statistics, such as percentiles and percentages, were used when interval data were not available.

Basic Skills

The basic skills of each academic project must be thoroughly learned before the children attempt any other facet of the project--even if this means using considerable time that had been allocated for other things. The lack of these skills has been a main variable in the educational retardation of these capable children, who were sent to any project for remediation.

Parental Involvement

All projects are strong enough to trust full involvement of parents. Parents should be involved in planning, executing, evaluating, and re-planning the project, not just in attending meetings. The professionals need not fear that the parents will "take over," as parents know that projects must be supervised and directed by professionals specifically trained in their educational areas. Only with this complete and trusting partnership will the bridge between the home and the school be firmly established.

Monitoring

Constant monitoring of the implementation of the projects as planned is needed; the elimination of deviations from plans which do not move the children in the direction of the behavioral objectives set is of utmost importance. This is not meant to imply that innovations are not welcome, but it does mean that adopted innovations must be seen as more parsimonious implementations of the goals of the program than those methods already in use. This constant search for better methods is a Title I concept.

Every moment lost not helping these children retards their progress and can never be regained, so consistent teaching must also be monitored: where consistent teaching was observed student score gains reflected this teacher interest in student progress.

Selection of Pupils

Title I is for remedial academic projects and for those services which support these projects. Care must be taken to accept only those children capable, and in need, of remediation. This selection improved greatly in 1973-74, but constant care must be exerted in this area as all who legitimately should be served cannot be, so no ineligible student should ever take the place of an eligible pupil.

Control Groups

In each project--except the pupil self-selecting ones of Re-Entry and C.E.P.T.--the eligible children should be listed, then randomly assigned, not chosen, to either the project group or the control group. Control groups which contain children not in need of a project's assistance (especially those who were previously students in the project), do not help the statistical assessment of the project's gains. Only random selection from the eligible (capable remedial) Title I students produces equable groups. With the successes demonstrated in the Title I program this year, no project should be reluctant to utilize this definitive test of randomly selecting its students.

Projects' Emphasis of Efforts

The emphasis of efforts of each project should include consideration of the following three important items:

(1) The schools evidencing the most need in each area should be served before other eligible schools;

(2) The lower grades should obtain the greatest percentage of the services: "preventative remediation" can save a child from becoming a remedial statistic--where the greatest need is, the money and effort should be placed; and

(3) In all strictly remedial projects the purpose of Title I to remediate, and in Re-Entry and C.E.P.T. the purpose to see that students who would normally "drop-out" continue their educations, must be the basis of the rationale of the projects and each activity in them: if this guides the activities, all else will fall into place. The Title I program director in a speech emphasized this thrust when she said, "We are here only to save the children."[1]

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[1]Miss Marion Dunn, Director, Countdown Parent-Project Banquet, May 17, 1974.

By-Laws

By-laws of Title I must be followed; there is great flexibility within these, and the State and Federal departments are open to suggestions and are sympathetic and cooperative--but not to any disregard of the established by-laws. Disregard of by-laws, when noted in the evaluations or by visiting Title I officials, are usually "forgiven" by the State and Federal departments once, but not the second time.

Personnel

The department is the first to agree that a degree does not always make a qualified hard worker. However, a degree does mean that the person has submitted to the discipline necessary to acquire it and that the person has been exposed to the knowledges needed for his/her position. If two otherwise equally qualified persons applied for the same position, the one with the degree should be hired. There is too much denigration of degrees among professionals who have worked long and hard and given up much to acquire them.

The department is very pleased to report that all directors have the educational backgrounds for their positions, that the few project teachers who lack the complete backgrounds for their jobs are attending school, and that inservice is fast becoming more what it should be--a training session, not a lecture program.

Teachers

Projects with professionals especially trained in their fields produced the greatest successes. If a project cannot obtain all professionals so trained, then it would be an eventual savings both in money and child learning to train the person thoroughly before placing him/her in the field, and then to strictly monitor the person's work the first semester.

Research

Any research study in any project must be established through this department. As with too much testing, too much research can take away from teaching time: only research which can be built into the teachings should be done or a research project that is truly original, which is extremely rare. This department's professional staff has the education, expertise, and experience to be of assistance in research and in its sub-area, evaluation, and was appointed to be in charge of both. The department is never, and never has been, too busy to help in any area pertinent to its field.

Data Included

Unless data were available at the time of the writing they were not included. If anything were inadvertently omitted, it could be nothing serious, but it must be stated that this report was completed, written, and mimeographed by two professionals, one stenographer, and one clerk, in a three-month period.

1974-75 Pupil Information

Information Requested

Before Thanksgiving the department would appreciate the return of the forms which were sent to each project in September. Project students should be listed alphabetically by location, grade, and project teacher. Slosson[2] and 1974 C.A.T. or Gates scores appropriate for each project, birth order and number of siblings in family, in what other project a child is enrolled, and number of years in project should be included, as well as the pre-test score on any specific project testing and the pre-test score on the new version of As I See Me for the elementary projects of Conquest, Countdown, Speak, and 3V, and for the high school projects of C.E.P.T. and Re-Entry. Early Childhood and Kindergarten Enrichment will not be able to handle the As I See Me as it is a written test. Re-Entry and CEPT will report on requested section of the C.A.T. as well as As I See Me. 3V has its own appropriate report form.

Raw scores or grade level scores, except in 3V where percentiles are more meaningful, should be listed; if raw scores are listed, top score possible also should be indicated.

Control and project students must be listed separately.

Testing

Pre-testing should be accomplished before October, 1974, as after that the project activities will affect the validity of the findings. Posttests should be given in the second two weeks of May, 1975.

All testing should be done by persons who are thoroughly knowledgeable of valid testing procedures. Teachers in projects can be the best testers, but must study the tests thoroughly, follow directions to the "t," and be especially careful that no student ever sees the test or any part of it before testing. The department has produced a booklet concerning testing procedures, which is available upon request, as is any inservice in this area.

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[2]A Title I Slosson bank of current scores has been made this year by the department so that if a child already has such a score in any project, it need not be repeated; however, if the score is more than two years old the test will be repeated.

Every effort should be made to have all children present for all testings or test those not present for a test at a date close to the date of the regular testing. Not only are much data lost by absenteeism, but when many children are not tested it is an unobstrusive evaluation of a teacher's lack of interest. The projects are all to be congratulated for this year's improvement in this area. Reports from Conquest and 3V were particularly fine, not only in complete pre-post data, but in their presentation.

An observation concerning testing must be made by this department. Testing never tests everything in a project, nor in any child's knowledge, but until a better skeleton of evaluation is found it must be used.[3] Also, when testings indicate either a project or a location in a project is not producing as it should, "tests never show what children are learning, etc.," but when test scores do indicate success, they are accepted enthusiastically.

Test scores are good indicators when used with groups, if the tests are those which evaluate what was taught. Tests in each project should be scrutinized carefully in order to eliminate duplications in testing so that learning time for remedial children is increased.

Again the department requests copies of good project-designed instruments, the "criterion reference" tests designed for specific areas and projects. Not only would a booklet of them be of use in the district, but it is incumbent by law that all Title I projects share their knowledge, etc., with all others. To be copied is an exceptional compliment.

Service Emphasis

The department again wishes to state the necessity of emphasizing services at the lowest grade level so as to prevent as much as possible the need of remediation.

Department's Final Comment

In District 189's Title I projects, as in any program or its component projects which have not stagnated, there are still many problems which must be resolved and there are improvements which must be made if progress is to continue. Nothing can remain static. However, unexpected visitations can be safely welcomed in all of District 189's Title I projects.

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[3]The report-card dilemma is the same. everyone knows it is inefficient, but so far nothing tried successfully has replaced it. It is easy to carp about what is wrong, but harder, and sometimes impossible, to correct the wrong.